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VOL. XXIV, No. 3 MARCH, 1922

Upper Iowa University Bulletin

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CATALOGUE 1921-1922

PUBLISHED BY
UPPER IOWA UNIVERSITY
FAYETTE, IOWA

Summer School

for

NORTHEASTERN IOWA

Upper Iowa University

FAYETTE, IOWA

June 12 to August 19, 1922

I. **STANDARDS.**
Accredited by the State Department of Public Instruction, because we meet all the requirements of the law governing **Certificate Courses.**

II. **COURSES**
1. **Twelve Weeks' Normal Training Course,** including Didactics, Agriculture, Domestic Science, Manual Training and Physics.
2. **Review Courses.** There will be daily classes thruout the entire session in all the subjects required for **First Grade, Second Grade, and Third Grade Uniform County Certificates.**
3. **Rural Teachers' Course.** This course will include **Rural Demonstration Classes** taught by one of the most successful rural demonstration teachers in Iowa.
4. **Courses in Instrumental Music.**
5. **Primary Teachers' Course.** Work of the First Three Years. Methods of Teaching Special Subjects.
7. **College Courses** in Education, Psychology, School Administration, English, Chemistry, History, Economics, Mathematics, Music, Home Economics.

III. **TIME.**
First Term, June 12 to July 15.
Second Term, July 17 to August 19.
Six days' session per week. Twelve weeks' credit in ten weeks.

IV. **FACULTY.**
A carefully selected Faculty of experienced teachers—leaders in their special subjects.

V. **ADVANTAGES.**
1. Twelve hours of **College Credit.**
2. Expenses very moderate.
3. Twelve weeks of **Normal Training** in ten weeks.
4. Regular examinations for **Uniform County Certificates** in June and July.
5. Opportunity to review any of the **common branches.**
6. Academic work that will count on college entrance.

Summer School Bulletin sent on application to

PRESIDENT J. P. VAN HORN
FAYETTE, IOWA

Upper Iowa University

FAYETTE, IOWA

Volume XXIV MARCH, 1922 Number 3

ANNUAL CATALOGUE

1921-1922

SIXTY-SIXTH YEAR

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Calendar

1922

JANUARY

S	M	T	W	T	F	S
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Commencement, 1922: June 3—8.
Summer Session, 1922: June 12 to August 19.
First Semester, 1922: September 12.
Christmas Vacation, 1922—23: December 22 to January 8.
First Semester ends and Second Semester begins, 1923: January 30.
Spring Recess, 1923: March 24 to April 3.
Commencement, 1923: June 2—7.
Summer Session, 1923: June 11 to August 18.
First Semester, 1923: September 11.

College Events

COMMENCEMENT WEEK—1922

June 3, Saturday

Commencement of the School of Oratory ..... 8:00 P. M.

June 4, Sunday

Baccalaureate Address ..... 10:30 A. M.
Annual College Sermon ..... 8:00 P. M.

June 5, Monday

Examinations.
Marie Allen Oratorical Contest ..... 2:30 P. M.
Commencement of School of Music ..... 8:00 P. M.

June 6, Tuesday

Meeting of the Board of Trustees ..... 10:30 A. M.
Annual Meeting of Alumni Association ..... 10:30 A. M.
Commencement of Academy ..... 2:00 P. M.
Annual Meeting of L. P. A. ..... 3:00 P. M.
Reception by Literary Societies ..... 4:00 P. M.
President's Dinner to Board of Trustees ..... 5:00 P. M.
L. P. A. Lecture ..... 8:00 P. M.
Senior Hour ..... 9:30 P. M.

June 7, Wednesday

Y. W. C. A. Breakfast ..... 7:00 A. M.
Class Day Exercises ..... 10:00 A. M.
College Luncheon ..... 12:00 M.
Inauguration of President ..... 2:30 P. M.
Inter-Class Contest ..... 4:30 P. M.
Alumni Lecture ..... 8:00 P. M.
Illumination Hour ..... 9:30 P. M.

June 8, Thursday

Sixty-Sixth Annual Commencement ..... 10:30 A. M.
Base Ball Game ..... 2:30 P. M.
Senior Class Play ..... 8:00 P. M.

SUMMER SESSION, JUNE 12 to AUGUST 19

Sixty-Seventh Academic Year

1922

September 11 and 12, Monday and Tuesday, Enrollment Days.

September 13, Wednesday, Recitations begin.

September 15, Friday, Joint Y. M. and Y. W. C. A. Reception.

October 6, Friday, Freshman and Sophomore Contest.

October 27, 28, 29, Annual Home-Coming and First Convocation Service.

November 11, Saturday, Armistice Day.

November, Meeting of the Board of Trustees.

November 30, Thursday, Thanksgiving.

December, Fawcett Oratorical Prize Contest.

December 22, Christmas Recess begins.

1923

January 8, College work resumes.

January 25-27, Semester Examinations.

January 29, Enrollment for Second Semester.

January 30, Recitations begin.

February, Day of Prayer for Colleges.

February 22, Washington's Birthday.

March 24, Spring Recess begins.

April 3, College work resumes.

April, Campus Day.

May 30, Memorial Day.

June 5-7, Semester Examinations.

June 7, Sixty-Seventh Annual Commencement.

June 11 to August 18, Summer School.

Board of Trustees

President ---------- **Nelson A. Mershon**
Vice President ---------- **Richard O. Woodard**
Secretary ---------- **Charles R. Carpenter**
Treasurer ---------- **Henry F. Beyer**
Assistant Treasurer ---------- **John W. Dickman**

MEMBER EX-OFFICIO

James P. Van Horn, D.D., President of the College

Honorary Member
Mrs. William Larrabee, Sr., Clermont

TERM EXPIRES IN 1922

Hon. Henry L. Adams, A.M., LL.B. ---------- Des Moines
Hon. Christian Miller, Sr. ---------- Clermont
Percival E. Magee, A.B. ---------- Tulsa, Okla.
Grant M. Bigelow, M.S. ---------- New Hampton
W. G. Crowder, D.D. ---------- Hampton
Hon. E. H. Hoyt, Ph.B. ---------- Des Moines
William F. Spry, D.D. ---------- Waterloo
F. X. Miller, D.D. ---------- Cedar Falls
Anton T. Nierling ---------- Waukon
A. T. Bishop, D.D. ---------- Perry
Pres. Almon F. Gates, A.M. ---------- Waterloo
Charles G. Shade, A.M. ---------- Rock Rapids

TERM EXPIRES IN 1923

Horace W. Cook, A.M., LL.B. ---------- Chicago, Ill.
Henry F. Arnold, A.M., LL.B. ---------- Manchester
Charles R. Carpenter ---------- Fayette
John Holden ---------- Plymouth
James D. Parker, A.M., M.D. ---------- Fayette
†Charles C. Wolf ---------- Parkersburg
Robert B. Raines ---------- Independence
Fred E. Finch, B.S. ---------- Fayette
Allen B. Curran, A.B., D.D. ---------- Fayette
Col. Jacob W. Bopp, LL.B. ---------- West Union
Fred W. Klaus ---------- Colesburg

†Deceased.

Mrs. Elma A. Hoyt ---------- Fayette
Hon. Thomas E. Taylor, A.M., D.D. ---------- Independence
David B. Allen ---------- Arlington

TERM EXPIRES IN 1924

Henry F. Beyer ---------- Edgewood
Henry C. Curtis ---------- Long Beach, Cal.
Nelson A. Mershon, D.D. ---------- Fayette
Hon. William I. Atkinson, LL.B. ---------- Waterloo
Milo R. Maltbie, A.M., Ph.D. ---------- New York City
Frank W. Court, D.D. ---------- Davenport
William F. Baker, A.M. ---------- Decorah
Erwin M. Sherman ---------- Charles City
Richard O. Woodard ---------- West Union
John W. Bissell, D.D., LL.D. ---------- Clear Water, Florida
Oliver W. Stevenson, A.M., LL.B. ---------- Fayette
Fred Holbert ---------- Greeley

COMMITTEES OF THE BOARD

ENDOWMENT CUSTODIANS

Grant M. Bigelow, 1922 — **W. F. Baker, 1925**
Charles G. Shade, 1924 — **Frank Camp, 1926**

EXECUTIVE COMMITTEE

Christian Miller, Sr., Chairman — **C. R. Carpenter**, Secretary
N. A. Mershon — **Henry F. Beyer**
R. O. Woodard — **J. W. Bopp**
John W. Dickman — **Fred E. Finch**
J. P. Van Horn, ex-officio

FINANCE COMMITTEE

J. W. Bopp, Chairman — **Christian Miller, Sr.**
A. B. Curran — **D. B. Allen**
John W. Dickman — **O. W. Stevenson**
R. O. Woodard — **F. E. Finch**

AUDITING COMMITTEE

E. M. Sherman — **A. T. Nierling**
W. F. Baker

COMMITTEE ON DEGREES

W. F. Spry **J. D. Parker**
O. W. Stevenson

COMMITTEE ON NOMINATIONS

R. O. Woodard, Chairman **E. M. Sherman**
F. W. Court **A. B. Curran**
J. W. Bissell

FACULTY COMMITTEE

R. O. Woodard, Chairman **Mrs. Elma L. Hoyt**
N. A. Mershon **A. B. Curran**

COMMITTEE ON ATHLETICS

J. D. Parker

COMMITTEE ON BUILDINGS AND GROUNDS

J. W. Dickman **J. D. Parker**
C. R. Carpenter

BILLS COMMITTEE

O. W. Stevenson **J. D. Parker**
F. E. Finch

Faculty

REV. JAMES PRESTON VAN HORN, A.B., D.D., President

A.B., Cornell College, 1902; D.D., 1919; President Upper Iowa University, 1921.

JOHN WILLIAM BISSELL, A.M., D.D., LL.D.,

President Emeritus

A.B., Northwestern University, 1867; LL.D., Upper Iowa University, 1906; President, Upper Iowa University, 1874-99; District Superintendent, 1904-10; Agent Conference Claimant's Commission, 1910.

JOHN WILLIAM DICKMAN, A.M., Sc.D.,

William Larrabee Professor of Sociology and Political Science

Ph.B., Upper Iowa University, 1888; A.M., Cornell College, 1904; Sc.D., Illinois Wesleyan University, 1907; Post Graduate Work Columbia University, 1900 and 1901; Superintendent Summer Public Schools, 1895-1898; Professor in Upper Iowa University, 1888-1894, and from 1898-1921; and Dean of the College, 1901.

*BENJAMIN FRANKLIN SIMONSON, A.M., LL.D.,

Professor of Mathematics and Astronomy

Registrar

B.S., DePauw University, A.M., DePauw University, 1898; LL.D., Simpson College, 1909; Principal of Schools, Cardonia, Ind., Professor of Mathematics, Upper Iowa University, 1900.

†RUTH JEAN SIMONSON, B.A.,

Assistant in Mathematics Department

---

*Deceased February 27, 1922.
†From March 7, 1922.

CHARLES DANIEL NEFF, A.M., Mus.D.,

Director of School of Music

Professor of Piano, Organ, Harmony, History and Theory

A.B., A.M., Honor Man, Franklin and Marshall College; Mus.D., Upper Iowa University; New England Conservatory of Music, Boston, for Piano, Organ, Harmony and Theory; President of The Society of Music Teachers of Iowa—the Iowa State Musical Association; Member of National Association of State Presidents and ex-Presidents.

STELLA HAAS NEFF,

Associate Professor in Pianoforte

Graduate School of Music, Albany, Mo.; Student of W. S. B. Mathews, Chicago Musical College, in Piano; Voice Student of Bicknell Young, American Conservatory, Chicago; Upper Iowa University, 1901.

JOHN EDWARD DORMAN, B.S., DD.S.,

Director of Athletics

B.S., Upper Iowa University, 1900; DD.S., Georgetown University, 1904; Director of Athletics, Upper Iowa University, 1904.

ELIZABETH NICHOLS, A.M.,

John William and Emma Bissell Professor of English

A.B., Middlebury College, Phi Beta Kappa, 1900; A.M., University of Michigan, 1905; Won the graduate fellowship in English at Bryn Mawr College for 1905-06; Head of Department of English, Normal School of New Mexico, 1906-09; Instructor in English, Carleton College, 1909-11; Holder of graduate fellowship in Rhetoric at University of Michigan, second semester, 1911; Graduate work Chicago University, 1912, and Michigan University, 1916-17; Professor of English Language and Literature, Upper Iowa University, 1911.

WILLIAM C. MONGOLD, A.M.,

Professor of Psychology and Education

A.B., Kingfisher College, 1908; Passed Rhodes Scholarship examination, 1907; Department positions in High Schools at McAlester, Oklahoma and Paris, Tennessee; Principal of Schools at Winnebago, Illinois, 1912-14; Superintendent of Schools, 1915-16, and Director of Summer Normal Courses, Fairview, Okla.; Scholarship student at the University of Chicago, 1910-11; A.M., the University of Chicago, 1911; Upper Iowa University, 1916.

MARGARET JAYNE COLLETT, A.B.,

Director of the School of Oratory

Graduate of Wayland Academy and of the Columbia College of Expression; A.B., Upper Iowa University, 1914; Teacher of Expression and Physical Training, Michigan Seminary, Kalamazoo, Mich.; Director of Physical Training, Y. W. C. A., Grand Rapids; Professor of Oratory, Washington State College; Western Normal College, one year; Upper Iowa University, 1911-12, 1916.

WALTER CROSBY VAN NESS, A.M.,

Principal of Academy

B.S., Grand River Institute; A.B., A.M., Member Phi Beta Kappa, Western Reserve University; Teacher Classical Languages, New Lyme Institute, 1883-90; Principal High School, Ravenna, Ohio, 1890-93; Principal Denison Normal and Business College, Iowa, 1893-17; Principal Academy, U. I. U., 1917.

MAY R. TROY, A.M.,

Dean of Women

Ph.B., Upper Iowa University, 1881; A.M., Upper Iowa University, 1884; Dean of Women, Upper Iowa University, 1917.

CHARLES BAUMER SWANEY, A.M., B.D.,

Professor of History

Ph.B., Iowa Wesleyan College, 1912; B.D., Garrett Biblical Institute, 1915; A.M., Northwestern University, 1915; Graduate student at Northwestern, 1915-17; Fellow in the History Department, Northwestern, 1916-17; Scholastic work completed for Ph.D., Professor of History, Upper Iowa University, 1918.

OMAR E. LOWMAN, A.M.,

Professor of Physics and Chemistry

A.B., Ashland College, 1914; Scholarship student at University of Chicago, 1914-15; A.M., University of Chicago, 1915; Superintendent of Public Schools, Shabbona, Ill., 1915-18; Upper Iowa University, 1918.

EMMA EDITH GRIESEL, A.B.,

Professor of Voice

A.B., Nebraska Wesleyan University, 1916; Graduate Nebraska Wesleyan Conservatory, 1918; Phi Kappa Phi, National Honor Fraternity; New England Conservatory, Pupil of George Fergusson, Summer, 1921; Upper Iowa University, 1918.

EARL A. ROADMAN, Ph.B., S.T.B.,

Professor of Philosophy, Rural Leadership and Applied Christianity

Ph.B., Upper Iowa University, 1909; S.T.B., Boston University, 1912; Completed residence work for Ph.D., in Boston University, 1912-13; Studied Halle Wittenberg University, Halle, Germany, 1913-14; Upper Iowa University, 1919.

GUY WEST WILSON, M.S., A.M.,

Alumni Professor of Biology

Curator of Museum

B.S., De Pauw University, 1902; A.M., De Pauw University, 1903; M.S., Purdue University, 1906; Aid and graduate work, New York Botanical Garden; Graduate work and teacher of Botany in the Extension Division, Columbia University; Assistant Plant Pathologist, North Carolina Agricultural Experiment Station; Assistant Professor of Botany, State University of Iowa; Associate Botanist, Clemson Agricultural College; Professor of Biology, Upper Iowa University, 1907-10, 1919. Author of about fifty scientific papers.

ELMER A. BILLINGS,

Secretary of the Faculty

Director of School of Commerce

Simpson College, 1912-14; Graduate of Simpson College School of Business, Combined Course, 1915; Superintendent of Commercial Department of Cedar Valley Junior College, Osage, Iowa, 1915-19; Student Field Secretary, Upper Iowa University, summer, 1919; Director of School of Commerce, Upper Iowa University, 1919.

FLORA ETHEL MADDUX, A.B.,

Professor of Latin and Greek

Graduate of Southern Illinois Normal University, 1909; A.B., University of Chicago, 1919; Graduate student at the University of Chicago, summer, 1920; Instructor in Latin and German, Eldorado, Illinois, Township High School, 1910-15; Principal and Instructor in Latin and German, Shoshone, Idaho, High School, 1915-16; Upper Iowa University, 1919.

MILDRED BRIGGS, A.B.,

Professor of Home Economics

Purdue University, 1916-1918; A.B., De Pauw University, 1920; Upper Iowa University Summer School, 1920; Upper Iowa University Home Economics Department, 1920-21.

MARCIA MCNEE, A.B.,

Assistant Professor in Education

A.B., Upper Iowa University, 1920; Department work, Rushford, Minnesota, 1920-21; Summer Session University of Chicago, 1921; Upper Iowa University, 1921-22.

*CLARE E. VOELKER, A.B.,
†ELSIE C. BULLARD, A.B.,

Professor of French, German and Spanish

A.B., University of Minnesota, 1917; University of Chicago, 1919; Instructor in French, Spanish and German at Illinois Women's College, 1918-1920; Upper Iowa University, 1920.

VERNA JUMPS,

Director of Physical Training for Women

Graduate of Columbia School of Expression, 1920; Upper Iowa University, 1920-1921.

SARAH GILLESPIE HUFTALEN, A.B.,

Assistant Professor

A.B., Upper Iowa University, 1920; Superintendent of Schools, Page County, Iowa, three years; Supervisor Bennington Township Schools, 1916; Director Boys' and Girls' Club, three years; President of Rural Section, I. S. T. A., since 1909; U. I. U., 1920.

---

*To Fourth Quarter.
†Fourth Quarter.

WYNONA L. FARQUHAR, A.B., B.M.,

Professor of Violin

Orchestra Leader

A.B., Grinnell College, 1921; Upper Iowa University, 1921.

GLENN LITTELLE and CLARE BARTHELL

Assistants in Biology

JAMES LEEBL, RALPH JAMES, CLARENCE ANDERSON and EARL GRABAU

Assistants in Chemistry

EUNICE RITCHIE,

Assistant in English

MARY ESTHER SANFORD,

Assistant in Commercial Department

PROFESSOR BILLINGS,

Director of Physical Training for Men

DORA FRANCES CARTER,

Librarian

EVA BENTON BARRETT,

Secretary to the President

N. A. MERSHON,

Field Secretary

FRANK W. GRAHAM,

Superintendent of Buildings and Grounds

Committees of the Faculty

1921—1922

The President is ex-officio member of all committees

REGISTRATION AND ENROLLMENT.
Simonson, Dickman, Maddux, Mongold, Van Ness.

CATALOGUE, COURSES OF STUDY AND DEGREES.
Dickman, Nichols, Mongold, Neff, Simonson.

STUDENT APPOINTMENTS AND POSITIONS.
Mongold, Swaney, Briggs, Nichols.

RELIGIOUS WORK, CHRISTIAN ASSOCIATIONS, AND GOSPEL TEAMS.
Roadman, Swaney, Troy, Briggs, Maddux.

PUBLIC CEREMONIES AND COMMENCEMENT.
Lowman, Collett, Griesel, Billings, Neff, Farquhar.

STUDENT ORGANIZATIONS AND SOCIAL LIFE.
President, Dean of Women, Class Advisers.

ATHLETICS.
Billings, Lowman, Wilson, Jumps, Dorman.

STUDENT PUBLICATIONS.
Neff, Collette, Wilson, Huftalen, McNee.

REGULATIONS, PRIVILEGES AND DISCIPLINE.
President, Dean of the College, Dean of Women, Van Ness, Roadman, Lowman.

EXTENSION STUDY COURSES.
Wilson, Nichols, Voelker, Simonson, Huftalen.

PUBLICITY, FIELD WORK, LECTURES, AND ENTERTAINMENTS.
Roadman, Collette, Swaney, Billings, Griesel.

LIBRARY.
Carter, Dickman, Maddux, Voelker.

STUDENT HOUSING AND WELFARE.
Troy, Van Ness, Briggs, Billings.

DEBATE AND ORATORY.
Swaney, Collette, Nichols, Roadman.

SUMMER SCHOOL.
President, Mongold, Van Ness, Wilson.

College of Liberal Arts

REQUIREMENTS FOR ADMISSION TO COLLEGE OF LIBERAL ARTS

Candidates for admission must present evidence of good character. Those who come from other colleges must bring credentials indicating that they have received honorable dismissal.

Admission to Upper Iowa University is granted either upon examination or upon recommendation from a recognized high school, or academy or from another college. Graduates of approved four year high schools in Iowa, or of high schools or academies recognized by the accrediting board of any other state, or by the North Central Association of Colleges and Secondary Schools are admitted to the Freshman class without examination, provided they present certificates in acceptable form showing that they have been graduated from the regular four years' course and have completed fifteen standard units of work from list of entrance requirements given below.

By unit is meant a course pursued for a school year of at least thirty-six weeks with at least five recitation periods per week of not less than fourty-five minutes each.

Candidates who present only fourteen credit units from the following list may be admitted on condition to the Freshman class without examination, under the condition that the deficiency must be made up during the Freshman year.

Candidates with less than fourteen units may have their credits accepted and applied toward entrance to college. Such candidates may gain supplementary credits by examination if they obtain the consent of the Registrar and the Heads of the Departments concerned. This privilege is valid only for the first semester of the student's residence at Upper Iowa.

Candidates from unapproved high schools or academies may be admitted by examination in the required studies. Such examinations will be held each year on the Friday and Saturday preceding registration day. In 1922 these

days fall on September 8 and 9. No fee will be charged for entrance examination taken on those days, but a fee of 50 cents for each subject is charged if examinations are taken on any other date. In case only fourteen units are secured by examination the student may enroll as Freshman conditioned as in preceding paragraph. Students are to be registered *at once* for the work in which they are deficient as a part of the normal amount of work allowed students and such deficiency must be removed before they can be listed as Sophomores.

Candidates for admission who lack more than one unit of the necessary fifteen will be enrolled in the Academy.

For unconditional admission to the Freshman class the candidate must present fifteen units of credit as follows:

REQUIRED OF ALL CANDIDATES

English ---------- 3 units
Mathematics (including one year Algebra and one of Geometry) ---------- 2 units
History ---------- 1 unit

AT LEAST FIVE FROM THE FOLLOWING LIST:

English ---------- 1 unit
Science (Physics preferred) ---------- 1 unit
Foreign Language ---------- 1 to 6 units
History, Civics (½ to 1) Economics (½) ---------- 3 units
Mathematics (Advanced Algebra, Solid Geometry, Arithmetic after Algebra), each ---------- .5 unit
Physical Geography ---------- .5 to 1 unit
Physiology ---------- .5 to 1 unit

NOT MORE THAN FOUR UNITS MAY BE FROM THE FOLLOWING LIST:

Bookkeeping ---------- .5 unit
Commercial Geography ---------- .5 unit
Commercial Law ---------- .5 unit
Industrial History ---------- .5 unit
Stenography ---------- .5 unit
Free Hand or Mechanical Drawing ---------- .5 to 1 unit
Manual Training ---------- .5 to 1 unit
Domestic Science ---------- .5 to 1 unit
Agriculture ---------- .5 to 1 unit
Normal Training Course ---------- .5 to 2 units

Two units in Normal Training allowed to only those schools accredited by the State Department as Normal Training Schools.

Lectures for Freshmen

A non-credit one hour course of Lectures will be given to members of Freshman class the first semester. These lectures will deal with a range of themes, including College Work, Traditions, Practices, General Culture, Use of Library, etc. This course is required of Freshmen.

The nature and scope of preparatory work acceptable for entrance is indicated in the following outline:

English

Three Units Required

The student must have sufficient mastery of English grammar to construct a sentence properly. He must not write incomplete sentences, nor use the "comma splice," and he must as a practice avoid faulty references, misplaced modifiers and loose participial constructions. He must use the capital letter at the beginning of a sentence, and must employ the period, question mark and apostrophe correctly. He must spell correctly the words he employs in his written work.

The literature read and studied should have included: Five plays of Shakespeare, two of Scott's narrative poems, Tennyson's "Idylls of the King," copious selections from six or seven American poets, selections from Wordsworth, Byron, Tennyson and Browning, Chaucer's "Prologue," four novels from the works of Dickens, Scott, Blackmore, Eliot, Cooper or Howells, short stories by Poe, Kipling, Harte, Stevenson and others, copious selections from the essays of Lamb, Addison, Carlyle, Macaulay, Irving and others, addresses by Burke, Washington, Webster, Lincoln and contemporary publicists, and readings from a good current periodical. In addition to these works there should be copious reading of fiction, essays, etc., outside of class.

If, at any time, the student is found lacking in fundamentals, he will be placed in an academy group, where he may make up his deficiency.

Mathematics

1. Algebra, including radicals, quadratic equations, equations solved as quadratics, arithmetical and geometrical progression. 1½ units.
2. Plane Geometry including the solution of original problems. 1 unit.
3. Solid Geometry. ½ unit.
4. Plane Trigonometry. ½ unit.
5. Arithmetic taken after Algebra. ½ unit.

Latin

1. The completion of a first year Latin book, reading of ten to fifteen pages selected from easy classical prose. 1 unit.
2. Caesar's Gallic Wars, first four books, or an equivalent amount selected from classic Latin authors, Latin prose composition, based on the text read, equivalent to one hour a week for one year. 1 unit.
3. Cicero, six orations including the Manilian Law; prose composition. 1 unit.
4. Virgil, six books of the Aeneid, prosody. 1 unit.

French

1. Correct pronunciation, elements of grammar, oral drill and composition, the reading of not less than one hundred pages of easy narrative prose with practice in translation into French. 1 unit.
2. The reading of from two hundred and fifty to four hundred pages of easy modern prose with constant practice in pronunciation and the review of grammar and exercises in oral and written composition weekly. 1 unit.

Greek

1. Completion of first year Greek Lessons and reading of easy narrative prose. 1 unit.
2. Xenophon's Anabasis, three books or equivalent, and Greek composition one exercise per week throughout the year. 1 unit.

Spanish

1. Essentials of grammar, ability to read easy Spanish prose, translation of simple English into Spanish. 1 unit.
2. Selections from Modern Spanish literature, theme writing. 1 unit.

History

1. Ancient History from the earliest times to the reign of Charlemagne, with special emphasis on the history of Greece and Rome. 1 unit.

2. Mediaeval and Modern European History from Charlemagne to the present time. 1 unit.

3. History of England. 1 unit.

4. American History, which should follow Mediaeval and Modern History or English History. One half year may be given to American History and one half year to Civics. 1 unit.

Science

1. General Science with laboratory work and note book. ½ to 1 unit.

2. Physiography with laboratory work and field excursions. ½ to 1 unit.

3. Elementary Biology, including Zoology or Botany or both with laboratory exercises and note book. 1 unit.

4. Physics including mechanics, hydrostatics, heat, sound, light and electricity. The laboratory work should be sufficient to illustrate all parts of the subject and note books should be kept. 1 unit.

Advanced Standing

Students coming from other colleges of equal rank will be admitted to advanced standing on presentation of certificates stating in detail the amount and character of the work done and testifying to their honorable dismissal from the institution which they have previously attended. They should also present a certified copy of the credits offered for entrance to college.

Steps in Registration

1. Write to the President's Office or to the Registrar, for entrance blanks.

2. Ask your superintendent or high school principal to fill out the entrance blank fully and sign it. This is your official record.

3. Mail this certified record of your work to the President or the Registrar of the Upper Iowa University, Fayette, Iowa. You will receive a receipt for the same.

4. Report at the President's Office on enrollment day, Tuesday, September 12, 1922, and complete your registration by (1) signing the official student register; (2) securing a program of recitations and making out your schedule of work not to exceed 16 hours; (3) paying your tuition and fees for the first quarter. The Treasurer's receipt will admit you to the classes for which you are scheduled. Recitations begin Wednesday, September 13.

5. For entrance requirements by examination, write to the Registrar.

6. For late enrollment, unless caused by sickness, a registration fee of $1.00 will be charged. Late enrollment means after third day.

GRADUATION REQUIREMENTS

Specific Regulations

1. Every student is required to present 124 semester hours of work for graduation from the College, but four hours credit will be given for work in Physical Training, two hours of which will be required in each of the Freshman and Sophomore years. Students excused from Physical Training must secure the equivalent credit hours in other courses.

2. Three years of one foreign language will be accepted for graduation instead of the five years in two languages formerly required. Students who have met this requirement before entering college will be free to elect or not to elect the foreign languages; those who enter the College with

no foreign language must, therefore, elect three years of a foreign language in the College.

3. All students preparing to teach and wishing to secure, upon graduation, a First Grade Certificate, must include in their course fourteen semester hours in Education and six semester hours in General Psychology.

4. All Freshmen are required to take the course in Rhetoric, two hours per week, throughout the year.

5. For extra curricula credit see page 103.

Distribution of Studies

I. Langauge and Literature.
   (a) English Language and Literature.
   (b) Ancient Languages and Literatures.
   (c) Modern Languages and Literatures.

II. Natural Science.
   (a) Physical—Chemistry, Physics, Geology.
   (b) Biological—Botany, Zoology.

III. Political and Social Sciences.
   (a) History.
   (b) Economics, Sociology, Politics.

IV. Mathematics and Philosophy.
   (a) Mathematics and Astronomy.
   (b) Philosophy, Rural Leadership and Applied Christianity.

V. Fine Arts.
   (a) Music.
   (b) Oratory.
   (c) Art.

VI. Vocational Group.
   (a) Commerce.
   (b) Agriculture.
   (c) Home Economics.
   (d) Manual Training.
   (e) Surveying.

VII. Education and Psychology.

The following requirements apply to all students of the two-year college course who are candidates for the third grade state certificate:

1. All students should include a year, six or eight semester hours, in subdivision (a) of groups I and III each and one course of 3 or 4 hours in each of groups III-b, IV-a, and IV-b. The required Rhetoric courses will be counted on this requirement in I-a.

2. In group II the student must offer one full year of work in Chemistry, Botany, Zoology, or Physics.

3. In addition to this the student must elect enough additional courses to furnish him with 45 hours of college credit plus the state requirement for a third grade state certificate.

Degrees

The following requirements apply to all students of the four-year college course who are candidates for a college degree:

1. All students should include a year, six or eight semester hours, in subdivision (a) of group I and in each of the subdivisions (a) and (b) of groups III and IV. The required Rhetoric courses will be counted on this requirement in I-a.

2. In group II the student must offer one full year of work in Chemistry, Botany, Zoology, or Physics.

3. Not more than 14 hours in group V or 24 hours in group VI or 30 hours in groups V and VI combined may be counted toward graduation from the College, except in the case of a student majoring in Home Economics, in which case 36 hours may be taken in groups V and VI.

4. Each candidate for a degree will choose a major in some one subject or department. The major requirement will be not less than 18 nor more than 24 semester hours in major courses approved by the department in which the major is taken, excepting the major in Education which will require 32 semester hours and will be open only to those

preparing to teach Psychology and Education. Elective courses in the major subject beyond the major requirement are not only permissible but desirable.

The following majors are offered: Botany, Chemistry, English, French, History, Home Economics, Latin, Mathematics, Philosophy, Rural Leadership and Applied Christianity, and Political and Social Science.

5. In group VII the State Board requirements for State Certificates should be observed by all students preparing to teach.

6. At least one year in residence at Upper Iowa University is required of all candidates for the Bachelor's Degree.

7. The degree of Bachelor of Arts will be conferred upon all the graduates of the College of Liberal Arts and Sciences. The Degree of Bachelor of Science may be conferred on students doing major work in the sciences if they so elect.

8. The degree of Bachelor of Music will be given for two years of advanced work in Music. (See School of Music.)

9. The degree of Master of Arts will be conferred upon graduates of Upper Iowa University, or of other colleges of recognized standing, at satisfactory completion of an approved course of advanced study pursued during at least one year in residence.

Department Majors

Botany, 24 hours, Course I and such co-ordinate courses as are prescribed by the Head of the Department.

Chemistry, 24 hours, Courses I, II, III and IV.

English, 24 hours, Courses III, VII, IX, and XIII must be included in the major. Course XI must be taken by all who have not had II for the year.

French, 20 hours, including Courses II, III and IV. Course I will receive college credit but will not count on the major.

History, 24 hours, Course VI must be one of these.

Home Economics, 24 hours, Courses III, IV, V and VII. In addition to the above courses the student must take General Chemistry, Physiology, Household Bacteriology, and Chemistry of Food.

Latin, 20 hours, in addition to the 4 units of preparatory work. Courses I, II and III are required.

Mathematics, 24 hours, and should include Courses I-a, II, IV, V, VI and X.

Philosophy, Rural Leadership and Applied Christianity, 22 hours, and must include Courses VI, VII, XIII, XV, XVII, XXI, XXIII and XXIV.

Political and Social Science, 24 hours, selected by the Head of the Department.

Elective Courses

Courses in the various departments and the rules governing the choice of studies are formulated on two widely-accepted pedagogical principles: (1) That every student, before graduation, should have attained intellectual mastery in at least one department of study, in which department he should elect at least three years of continuous work, and (2) that all students attaining a college degree should have a general acquaintance of the main departments of human knowledge. In the freshman year the student should, as a rule, elect courses in as many as four of the main groups. For the average student, the same holds true for the sophomore year. Specialization naturally belongs to the junior and senior years, and should be reserved for those years by all students, save those who find it necessary to make a vocational grouping earlier. Within these limitations it will be found that students have a fairly wide range of electives.

There are more than 120 courses offered in the following pages, aggregating 376 semester hours of work in twelve college departments, beside the special departments of Music, Oratory and Commerce. Of these, the student takes 124 semester hours covering, on the average, about 40 semester courses before graduation. Here is, therefore, a large freedom of choice, and students may shape their college work

toward some definite professional or vocational end. This can be done only through a wise choice of elective studies.

Arrangements have been made with professional and technical colleges and universities whereby students are able to complete three years work in the Upper Iowa University and finish their courses in Law, Theology, Engineering, or Business in two years in the professional school, and receive the degree of both institutions.

Courses of Instruction

1922—1923

ANCIENT LANGUAGES AND LITERATURES

LATIN

PROFESSOR MADDUX

The purpose of the department is to give students who major in Latin a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners, and customs of the Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four-year units are required of students who desire to enter Latin I. This work should be Latin Grammar (1); Caesar, four books (1); Cicero, six orations (1); Virgil, six books (1).

For the benefit of students who enter without the above credits in Latin, these courses are offered and may be taken and full credit received. Inasmuch as a majority of the students who enroll for this work are more mature than the average high school pupil, more than the regularly required amount of reading is usually done.

The following courses are offered if the demand is sufficient:

Latin I-a and I-b.

Elements of Latin and at least the equivalent of one book of Caesar.
Throughout the year. 4 *hours.*

Latin 2-a.

Five books of Caesar, including Book I. Prose one hour per week.
Throughout the year. 4 *hours.*

Latin 3-a.

Selected Orations of Cicero, six in number, including The Manilian Law. Prose one hour per week.
Throughout the year. 4 *hours.*

Latin 3-b.

Six books of Virgil's Æneid and about 1000 verses of Ovid's Metamorphoses.
Throughout the year. 4 *hours.*

The above work will be given college credit, provided that it has been done in Upper Iowa.

I. Cicero and Terence.

The De Senectute of Cicero and the Phormio of Terence are read. Collateral readings, translation, review of inflections, and syntax. Prose compositions one period a week for one term.
4 *hours.*

II. Livy.

Books XXI and XXII, and selections from Books I and II. Translation, study of syntax and literary forms. Collateral readings on the periods concerned. Prose composition, one period a week.
4 *hours.*

III. Selected Odes and Epodes of Horace.

Special attention given to translation and to metrical considerations.
3 *hours.*

IV. Roman Satire.

A study of the origin, history and development of Roman satire. Selections from the satires of Juvenal will be read by the class. The two objects of this course will be: (1) to increase the student's power of reading Latin, through translation at sight as well as after preparation, and through the methodical study of syntax and order, and (2) to present a picture of life and manners in Rome under the Early Empire.
3 *hours.*

V. The Minor Works of Tacitus.

The Agricola, Germania and dialogues will be read and carefully studied as to subject matter and literary form. Caesar's account of the Germans will be compared with that of Tacitus as found in the Germania.

3 hours.

XII. Teachers' Training Course in Latin.

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The History of Classical Philology, its scope and aim are briefly sketched. Some beginners' book is carefully studied, then parts of Caesar, Cicero, and Virgil are read. The viewpoint of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects also form part of the work.

Actual practice in teaching under supervision.

Second semester. 2 *hours.*

IX. Roman Private Life.

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a prerequisite of this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Final semester. 2 *hours.*

X. Roman Art and Archeology.

The aim of this course is to acquaint the student with the art results of the excavations in and about the city, in Italy and the provinces. Lectures, collateral readings, and reports. No knowledge of Latin required.

Open to all college students.

Second semester. 1 *hour.*

XIII. Pro Seminar.

This is a somewhat technical course and is open only to Seniors and Juniors. The purpose of the course is the intensive study of some particular field of Latin literature or syntax. The authors will vary from year to year, but will generally be those read in secondary schools. A knowledge of modern languages is desirable.

Throughout the year. 2 *hours.*

XIV. Ovid.

Books III to XV, inclusive, of the Metamorphoses and the whole of the Tristia, Fasti and Heroides will be read.
First semester. 3 hours.

XVI. Virgil.

Books VII to XII, inclusive, of the Æneid. An advanced course in the Æneid as a national epic.
3 hours.

GREEK

The ultimate aim of the work in Greek is to develop an appreciative understanding of Greek life and its influence upon both the ancient and modern world. Mastery of the language is the primary means to this end.

Inasmuch as several years' study is necessary, fully to attain such knowledge of the language as makes it possible for one to realize the value of the study of Greek, it is advised that those students who intend to pursue the study of Greek, start the study early in their course.

I. Beginning Greek.

The elements of the Grammar and a study of Book I of Xenophon's Anabasis.
Throughout the year. 4 hours.

II. Xenophon; Homer.

During the second year's work the study of Xenophon's Anabasis is continued; four books of Homer's Iliad are read.
Throughout the year. 4 hours.

III. Plato; Homer.

The Apology and Crito, together with the Phaedo, are read in the third year. The first twelve books of Homer's Odyssey are read.
Throughout the year. 3 hours.
Not offered in 1922—23.

IV. Introduction to Tragedy.

The tragedies selected for study are the Alcestis of Euripides and the Antigone of Sophocles. The history and development of Greek tragedy and a brief survey of the history of Greek literature will form a part of the course.
Not offered in 1922—23. 3 hours.

VII. New Testament.

A rapid reading course in the Gospels and Epistles. The Latin Vulgate will be used in connection with this course.
2 *hours.*

IX. Greek Life.

This course is open to all college students. It is a systematic study of the manners and customs of the Greeks. Text-books, recitations, and informal lectures. A note-book will be kept and papers prepared by members of the class.
2 *hours.*

BIOLOGY

PROFESSOR WILSON AND ASSISTANTS

I. General Botany.

This course, which is continuous throughout the year, takes up the fundamentals of plant biology in such a way as to meet the requirements of a general culture course and at the same time prepare the student for more advanced work in Botany. While morphology and the relations of the various plant groups will receive chief attention, physiology, ecology, anatomy, and plant distribution will also be studied.

Two class and two laboratory periods per week, with such field trips as may be arranged. Open to all college students.
Throughout the year. 4 *hours.*

II. Mycology and Plant Pathology.

This course, which is continuous throughout the year, is so planned as to give the student a thorough training in the morphology, physiology and taxonomy of the fungi. Their relation to plant diseases will be studied and the student made familiar with modern methods in plant pathology. *Must be preceded by Course I.*

Two class and two laboratory periods per week throughout the year.

Offered in 1922—23. 4 *hours.*

III. Plant Anatomy.

A course, which is continuous throughout the year, in which the structure of the higher plants will be studied in detail, especial attention being devoted to the ecological problems involved. The student will become familiar with the methods of preparing plant material for miscroscopic study.

Two class and two laboratory periods per week throughout the year. *Must be preceded by Course I.*

Not offered in 1922—23. 4 *hours.*

IV. Bacteriology.

A general course designed to acquaint the student with the problems of this science and with the laboratory technique necessary for the study of microorganisms.

Two class and two laboratory periods per week for one semester. *Open to Sophomores. Not a major course in Biology.*

First semester. 4 *hours.*

V. Plant Taxonomy.

A course, primarily of laboratory and field work, which is designed to give the student an intimate acquaintance with the chief elements of our flora and with representatives of the chief groups of the higher plants. *Must be preceded by Course I.*

Second semester. Hours and credit to be arranged.

VI. General Zoology.

This course, which is continuous throughout the year, takes up the fundamentals of animal biology in such a way as to meet the requirements of a general culture course, and at the same time to serve as a foundation for more advanced courses in Zoology. While morphology and the relationship of animal groups will receive chief attention, physiology, anatomy, ecology and distribution will also be studied.

Two class and two laboratory periods per week, with such field trips as may be arranged.

Open to all college students.

Throughout the year. 4 *hours.*

VII. Human Physiology.

This course is designed to give the student a knowledge of the normal physiological processes of the human body and of the general principles of hygiene.

Class and laboratory work for one semester.

Not open to Freshmen. Not a major course in Biology.

Second semester. 4 *hours.*

VIII. Advanced Zoology.

The nature and extent of this work will be determined by the needs of the class.

Must be preceded by Course VI.

Extent of course and credit to be arranged.

IX. Genetics and Eugenics.

The problems of heredity will be studied both from the standpoint of plants and of animals.

A careful study will be also made of the problems of race betterment.

Class and library work, one semester.

Must be preceded by Course I or VI.

Students who can show an equivalent preparation for the work may also be admitted to the course.

First semester. 2 *hours.*

X. Methods in Biology.

The problems of the high school teacher, equipment of laboratory, course of study, and texts will be studied.

Open to all college students who are prepared to teach biology in the high school. *Not a major course in Biology.*

Second semester. Not given in 1922—23. *2 hours.*

A major in Biology will include Biology I and sixteen additional hours of work in the department, which is distributed among properly co-ordinated courses, taken in such sequence as to give students a proper perspective for the work. While the majority of the courses offered may be counted towards a major, certain specified courses, including Geology, are not considered major work.

ENGLISH LANGUAGE AND LITERATURE

PROFESSOR NICHOLS and PROFESSOR FARQUHAR

***I. Rhetoric.**

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition, and argumentation.

Required of Freshmen.

Throughout the year. 2 hours.

II. Literary Masterpieces.

This course is planned to give opportunity for the study of representative classics of the following types: The Shakespearean drama, the modern drama, the novel, the short story, the narrative poem, the lyric, the essay. By text and lecture this illustrative material is so correlated as to constitute during the academic year a survey course in English literature.

Elective for Freshmen.

Throughout the year. 3 hours.

Throughout the summer term. 2 hours.

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*All freshmen will be assigned to this course. At the close of the first month, those whose work is notably deficient in regard to spelling, punctuation, and knowledge of grammar will be required to take one hour per week of additional work in review until, in the judgment of the instructor, the deficiency is removed.

III and XI. Renaissance and Romanticism.

III. The study of Bacon, Marlowe, Sidney, Shakespeare's Sonnets, Spenser's Fairie Queen, a comedy by Dekker. While emphasizing these authors, the course offers a survey of the literature for the period 1558-1750.

XI. The study of Burns, Scott, Wordsworth, Coleridge, Shelly, Keats. The course reviews selections from these writers and by text and discussion considers Romanticism in relation to the French Revolution, to Classicism, to Mediaeval Romance, to interest in nature, to romances of the supernatural. Survey, 1750-1850.

Throughout the year, 1922—1923. *3 hours.*
Not given in 1923-24.

IV and XII. Shakespeare.

A. This section of the course includes the major comedies and several of the plays based upon English history, usually Richard III, Henry V, or Henry VIII. The attempt of this section of the work is to vivify the Elizabethan age, its aspirations, its cruelties, its everyday life, its amusements, play houses, and rapidly developing dramatic art.

B. This section of the course contrasts modern with Shakespearean drama in respect to dramatic structure and stage conventions. The plays read are the five great tragedies and two of the later dramas of reconciliation (The Tempest, The Winter's Tale).

Second semester, 1922—23. *5 hours.*
Not given in 1923—24.

V. Contemporary Drama.

The work assigned will be: A. Realistic and Naturalistic Drama. This section considers (1) Ibsen's contribution to the drama, (2) the work of Pinero and Shaw in England, (3) the Naturalism of the Russian Tchekhov in relation to present conditions in Russia. B. Romantic drama. This section considers (1) The Belgians, Rostand and Maeterlinck, (2) Stephen Phillips, (3) the Irish drama of Yeats and Lady Gregory. Reading of illustrative dramas and lectures on English dramatic tendencies in contrast with those of the continent.

First semester, 1922—23. *3 hours.*
Not given in 1923—24.

VI. Recent English Thought.

This course comprises essays from Macaulay, Carlyle, Ruskin, Arnold, and contemporary British writers; verse from Arnold and Kipling. The attempt of the course is to discover certain strongly marked tendencies of British life and thought as these contrast with continental ideals.

Summer term, at intervals.

VII. Narrative Poetry.

The prologue and three of Chaucer's Canterbury Tales will be read. The more notable fifteenth century ballads will be studied, together with the modern literary ballads of Tennyson, Longfellow, and others. The epic will be represented by selections from Milton's Paradise Lost.

First semester, 1923—24. *3 hours.*
Not given in 1922—23.

VIII. The Short Story.

An endeavor is made to place the short story, and a close study of its distinguishing characteristics is undertaken with this purpose in view. The writing of an original short story is urged, though not required.

First semester, 1923—24. *2 hours*
Not given in 1922—23.

IX. The Novel.

The novel is studied with respect both to its historical development and to its structure, scope, and influence as a literary genre. Scott, Thackeray, Eliot, Dickens, Meredith, Hardy, Hawthorne, and several contemporary novelists are read.

Second semester, 1923—24. *5 hours.*
Not given in 1922—23.

X. American Literature.

A study of colonial conditions and literature and of the masterpieces of American literature from Irving to the Civil War period. A summer-term course follows this, the latter reviewing the literature from 1870 to the present.

First semester, 1923—24. *3 hours.*
Not given in 1922—23.
In summer terms. 2 hours.

XIII. Tennyson.

A study is made of the movements of thought in the Victorian age, and following this is the reading of Tennyson's poems, including one drama.

Second semester, 1923—24. *3 hours.*

Not given in 1922—23.

XIV. Browning.

Summer term, at intervals. 2 hours.

XV. Advanced Composition.

Papers in Narration, Description, Exposition, Argumentation. Analysis of the best contemporary magazine and editorial work as illustrative of each of these forms. Papers on alternate class-hours. With permission this course may be taken as a substitute for the first semester of English I.

First semester, yearly. 2 hours.

GERMAN LANGUAGE AND LITERATURE

PROFESSOR VOELKER

I. Elementary German.

A study of German grammar with practice in reading, writing, and speaking German.

Throughout the year. 4 hours.

II. Intermediate German.

A systematic review of the grammar. Careful application of the principles of grammar. Reading of easy texts. Sight translation. Composition and conversation based on texts read in class.

Throughout the year. 4 hours.

III. Standard German Authors.

Reading of the works of the standard German authors, to obtain an idea of the best in German literature. Oral and written reproduction of easy prose.

Throughout the year. 3 hours.

IV. German Literature of the Nineteenth Century.

Reading of works of representative authors of more recent times, with supplementary lectures on the authors and their products. Assigned readings and reports. Oral and written reproduction of subjects discussed.

Throughout the year. 3 hours.

V. (a) Schiller and Goethe.

The men and their works. Lectures and reports. Reading of representative works.

First semester. 3 hours.

(b) Sudermann and Hauptmann.

The men and their works. Lectures and reports. Reading of representataive works.

Second semester. 3 hours.

VI. History of German Literature.

A general survey of the development of German literature from the earliest times to the present. Lectures and study of assigned reading. Reports of students on special topics.

Throughout the year. 2 hours.

HISTORY

PROFESSOR SWANEY

I. Introduction to Medieval and Modern History.

An analysis of European history from Roman times to the present day, tracing the evolution of modern states, and of their chief institutions, customs, and ideals. Text-book, reports and collateral reading. Primarily an introductory course for Freshmen.

Throughout the year. 3 hours.

Given in 1922—23.

II. The Renaissance and Reformation.

The late medieval world; the great intellectual, artistic, and religious movements of the fourteenth, fifteenth and sixteenth centuries; the Counter-Reformation; the Wars of Religion.
Prerequisite: Course I-a.
First semester, 1922—23. 2 *hours.*

III. Old Regime and the Revolution.

The Europe of Louis XIV and the eighteenth century, of the Revolution and Napoleon; its political, social and economic theory and practice.
Prerequisite: Course I.
Second semester. 2 *hours.*
Given in 1922—23.

IV. Europe Since 1815.

Political, economic, and social history of Europe since the Congress of Vienna, and the expansion of Europe in Africa, Asia and the Pacific.
Prerequisite: Course I.
Throughout the year. 2 *hours.*
Given in 1922—23.

V. English History.

A general course covering the entire period, emphasizing the constitutional and economic development, and the development of the British Empire.
Open to Freshmen.
Throughout the year. 2 *hours.*

VI. American History.

This course comprises a careful study of the whole field of American history with particular emphasis upon the period leading up to the Civil War and the relation of the United States to the Great War.
Open to Freshmen.
Throughout the year. 4 *hours.*
Given in 1922—23.

VII. The Reconstruction Period.

A detailed study of the main lines of thought and action, both in the Northern and Southern States in the years of, and following, the Civil War. Lectures, text, reports and collateral reading.
Prerequisite: Course VI.
First semester. 2 *hours.*
Given in 1922—23.

VIII. History of the West.

The story of the West, and of its material, spiritual, and personal contributions to the life of the United States.
Prerequisite: Course VI.
Throughout the year. 2 *hours.*

IX. Greek History.

An outline course dealing with the history of Greece until it becomes a part of the Roman Empire. The Oriental and Aegean background, and the Hellenistic period outside of Greece are briefly considered.
Open to Freshmen.
First semester. 2 *hours.*

X. Roman History.

The rise and decline of Rome from the earliest times, with careful attention to the main lines of development, and the special problems of each age. Text and collateral reading and reports.
Open to Freshmen.
Second semester. 2 *hours.*

XI. Teachers' Course.

Lectures and text on the teaching of history in secondary schools; practice teaching; review of important periods of history taught in high schools. Open to students majoring in the Department and to others by permission.
Second semester. 2 *hours.*

XII. Seminar in History.

The seminar gives opportunity for study of historical methods, both in theory and practice. The special work of each student can usually be chosen with reference to his particular needs or interests.
Throughout the year. 1 hour.

XIII. The Great War and Reconstruction.

A study of the causes and the events of the world war. Special attention will be given to the relation of the United States to the great conflict, both before and after the declaration of war against Germany.
Prerequisite: Either Course I or Course VI.
Throughout the year. 3 hours.

XIV. Spanish American History.

A general survey of the history of Spanish American countries from earliest times to the present, with special emphasis upon the relation of these countries to the United States.
Prerequisite: Course I.
Second semester. 2 hours.

HOME ECONOMICS

PROFESSOR BRIGGS

Suggested Schedule

First Year

First semester—
English I
Chemistry
Food Preparation
Education
Sanitation
Sewing I-a

Second semester—
English I
Chemistry
Food Preparation
Sewing I-b
Education

Second Year

First semester—
Food and Dietetics
Sewing II-a
Teachers' Course
Bacteriology
Household Management

Second semester—
Food and Dietetics
Food Chemistry
Economics
Physiology

Outline of Courses

I. Food Preparation.

Selection, preparation, history, manufacture, production, composition and cost of food, with principles underlying preparation of all types of food.
Throughout the year. 3 hours.

II. Sanitation.

A study of the healthful home, the best situation, heating, ventilation, lighting, water supply, removal of wastes, cleaning.
First semester. 2 hours.

III. Household Management.

Development of the house, construction, organization and administration. Technique of housekeeping, economy of spending, equipment, selection and use.
Second semester. 2 hours.

IV. Food and Dietetics.

An advanced course in composition, nutritive value and digestibility of foods. Dietaries for healthful people, for children, aged, and invalids. Planning and serving of meals.
Prerequisite: Course I and General Chemistry.
Throughout the year. 3 hours.

V. Teachers' Course.

Conferences and discussions concerning theory of best methods of presenting Home Economics. Practical work in demonstration and practice teaching in beginning courses.
Prerequisites: Courses I, IV, VI.
Second semester. 2 hours.

VI. Sewing I.

Study of the evolution of the textile industry, of spinning, of weaving, and of cotton and flax. The making of models of plain and fancy stitches, of various seams, of simple garments by hand and by machine.
Throughout the year. 3 hours.

VII. Sewing II.

Study of silk and wool, making garments of each. Making over and repairing old garments is an important part of this course.
Prerequisite: Sewing I.
First semester. 3 hours.

MATHEMATICS AND ASTRONOMY

PROFESSOR SIMONSON

I. (a) Plane Trigonometry.

The trigonometric functions, reduction formulae, the use of trigonometric and logarithmic tables, and the solution of right and oblique plane triangles.
Open to Freshmen.
First semester. 4 hours.

II. College Algebra.

Review of radicals, imaginaries, and quadratics, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.
Prerequisite to courses V and VI.
Open to Freshmen first semester. 4 hours.

III. Theory of Equations.

Brief treatment of permutations, combinations and probability; brief treatment of determinants; general properties of equations, graphs of equations, methods of finding the real roots of higher degree equations.

Should be preceded by course II.

Second semester. 4 *hours.*

IV. Analytics.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Courses I (a) and II.

Prerequisite to courses V and VI.

Second semester. 4 *hours.*

V. Differential Calculus.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxima and minima of functions of one and of two variables.

First semester. 5 *hours.*

VI. Integral Calculus.

This course is continuous with V and includes elementary forms of integration, integration of rational fractions, integration by parts, trigonometric integrals, integration as a summation, definite integrals, application of integration to plane curves, moments of inertia, surfaces, and volumes.

Second semester. 5 *hours.*

VII. Land Surveying.

Theory; use, care and adjustment of instruments; field work, and platting.

Course I-a is prerequisite to this course.

Given by special arrangement.

VIII. General Astronomy.

The treatment is descriptive, being designed for the general student of astronomy.

Open to Freshmen and Sophomores.

Second semester. 4 *hours.*

IX. Solid Geometry.

Open to Freshmen either for college credit or to make up entrance deficiencies.

First semester. 4 *hours.*

X. Spherical Trigonometry and Trigonometric Equations.

Open to students who have had course I-a.

Second semester. 2 *hours.*

The following suggestions will aid students in the choice and most advantageous arrangement of courses:

College students in general should take the courses in Plane Trigonometry and Astronomy, and these should be taken preferably in the Freshman year. Students planning to teach mathematics, whether after the completion of the two-year normal course or after the completion of the full college course, should take the courses in College Algebra and Theory of Equations, and the former should take these courses preferably in the Sophomore year. Students planning Analytics in the Sophomore year and Calculus in the Junior year should take courses I (a) and II in the Freshman year. This order may be varied if circumstances require such variation.

A major in the department should include courses I-a, II, IV, V, VI, and X.

PHYSICAL SCIENCES

PROFESSOR LOWMAN AND ASSISTANTS

PHYSICS

I. General Physics.

This course consists of two recitations and two laboratory periods each week, giving an introduction to the general principles of physics illustrated by experimental lectures and by individual work in the laboratory. The laboratory work aims to demonstrate physical laws and develop habits of accurate observation.

(a) A study of the fundamental laws of Physics with special reference to mechanics, molecular physics, and heat.
First semester. 4 *hours.*

(b) A continuation of course (a) treating electricity, sound, and light.
Prerequisites: Trigonometry.
Second semester. 4 *hours.*

CHEMISTRY

I. General Chemistry.

This course, which is open to all college students, includes two classroom periods and two laboratory periods per week. It is designed both to meet the needs of those who devote but one year to the subject and also to serve as a suitable basis for future work in the case of students who pursue the subject further.

(a) Non-metallic Chemistry. A study of the non-metallic elements including the general and fundamental laws and theories of chemistry.
First semester. 4 *hours.*

(b) Metallic Chemistry. Continuation of Chemistry I (a), including a study of the metals and their compounds based on the principles of the periodic law. Introduction to the principles of qualitative analysis.
Open to Freshmen.
Second semester. 4 *hours.*

II. Qualitative Analysis.

Recitations, lectures, and laboratory work. Includes a study of the reactions of the metal ions and the identification of the common metal and non-metal ions in unknown solutions.

Prerequisite: Chemistry I.

First semester. 4 *hours.*

III. Organic Chemistry.

A study of the Chemistry of the hydrocarbons and their derivatives. A large number of problems are solved in illustration of the principle involved. Of special value to students who expect to study medicine or food chemistry. Laboratory work includes preparation of many organic compounds with attention to yields obtained.

Prerequisite: Chemistry I.

Second semester, 1922. 4 *hours.*

IV. Quantitative Analysis.

Laboratory work, supplemented by one lecture or recitation a week.

(a) Fundamental principles of gravimetric and volumetric analysis.

First semester. 4 *hours.*

(b) The student may elect some field of analysis, such as the analysis of water, food, butter, soils.

Prerequisite: Chemistry II.

Second semester. 4 *hours.*

VI. Food Chemistry.

This course consists of two recitations and two laboratory periods each week. The general subject of food will be treated from two points of view: First, from the standpoint of purity and freedom from adulteration, and second, from the viewpoint of the food economist, whose mission it is to determine its actual composition and nutritive value.

Prerequisite: Chemistry I.

Second semester, 1923. 4 *hours.*

GEOLOGY

I. (a) General Geology. *Professor Lowman.*

This course takes up a study of the materials, agents and processes involved in the development of the earth's present features, and includes two hours per week of class work or field trips, for which the location of the College is especially advantageous; and two periods (of 2 hours) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

3 hours.
Not offered in 1922—23.

(b) Historical Geology. *Professor Wilson.*

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as in course 1. (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characteristic fossils from the various horizons.

Not offered in 1922—23. 3 hours.

PHYSICAL EDUCATION FOR MEN

E. A. BILLINGS, Director

Gymnasium work for men is graded to suit the needs of individual students as far as possible and is designed to be corrective whenever need. Graded courses are arranged for beginners, starting with light and simple work and progressing to the more complicated exercises and movements. There are also indoor games in basketball and baseball. With the consent of the instructor, students may substitute either football, basketball or baseball.

First Year. Throughout the year. 2 hours.

Drill and marching. Setting up exercises. Outdoor work in the fall and spring. 1 hour credit each semester.

Second Year. Throughout the year. 2 hours.

Drill and marching. Setting up exercises. Work with the dumb bell and apparatus. Pyramid building and tumbling. 1 hour credit each semester.

PHYSICAL TRAINING FOR WOMEN

MISS VERNA E. JUMPS, DIRECTOR.

The work for women has for its chief aim the correction of faulty physical traits, the promotion of grace and agility, the knowledge of the care of the body required for the perfect functioning of its parts, a love of recreation, of the open and the formation of the habit of systematic exercise which will be continued by the student long after college days are over. Every young woman is required to furnish her own suit and shoes, which must be of the regulation style. These are ordered by the college at the lowest prices.

Freshman Work I.

Marching, formal games, including corrective, educational and hygienic exercises, partly from the German system, with special emphasis on training for good posture. In the fall and spring out door activities are encouraged and replace in a measure the more formal gymnasium work. Required of all freshman girls.
Throughout the year. 2 hours.

Sophomore Work II.

Games that can be used in doors or out doors, that are especially helpful for teachers in the grades. Extension of the freshman work with more definite exercises for co-ordination of the parts of the body. Folk games and enterpretative dancing take the place of part of the floor work. Outdoor work is substituted in the spring and fall. Required of all sophomore girls.
Throughout the year. 2 hours.

POLITICAL AND SOCIAL SCIENCE

PROFESSOR DICKMAN

I. Political Economy.

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the production and distribution of wealth. Some standard text is used as a guide. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.
Open to Sophomores and Juniors.
First semester, each year. 3 hours.

II. Economic Problems.

A course in economic theories and present economic problems. This course gives special attention to the industrial problems of the present time; the relation of labor and capital; economic governmental functions, taxes, and present tendencies in economic thought.

Open to Sophomores and Juniors.

Second semester, each year. 3 hours.

III. Sociology.

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. The social forces which have produced the growth of society from savagery to the highest types of Christian civilization are studied and an effort is made to understand the influence and tendencies of present social activities and institutions.

Not open to Freshmen.

Prerequisite for Course IV.

First semester, each year. 4 hours.

IV. Social Pathology.

A theoretical and statistical study of social and economic conditions which are abnormal and for which organized society may be responsible. The causes and possible remedies for such phenomena as poverty, crime, pauperism, corruption and insanity are made the subjects of careful research.

Second semester, each year. 4 hours.

V. American Government.

In this course Beard's *American Government* is used as a text. It includes a thorough discussion of the political and social institutions of the National and State governments, and the political party system of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.

1923—24 and alternate years.

First semester. 4 hours.

VI. Science of Finance.

This course embraces a comparative and critical study of government expenditures and revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.
1921—22 and alternate years.
Second semester. 4 *hours.*

VII. Commercial Law.

The object of this course is to prepare the student for the business problems of life. The subjects studied include the following: Commercial Contracts, Negotiable Instruments, Principal and Agent, Partnership, Corporations, Insurance, Banking Laws, Inheritance Laws, Deeds, Mortgages, Dower Rights, etc.

The course will be made practical and should be taken by every student before graduation.

Open to Juniors and Seniors.
1921—22 and alternate years.
Second semester. 2 *hours.*

VIII. Constitutional Law.

A study of the fundamental laws of the United States found in the Constitution as it has been developed by interpretation and amendment. A course leading to a knowledge of our Federal Constitution.

Open to Juniors and Seniors.
1922—23 and alternate years.
First semester. 4 *hours.*

IX. International Law.

This course treats of the general principles of International Law as it has been developed by treaties, agreements, and usage of the civilized nations as shown in legislation, court decisions, and in the conduct of these nations.

Open to Juniors and Seniors.
1922—23 and alternate years.
Second semester. 4 *hours.*

X. Labor Problems.

An investigation of the problems growing out of the wage system and labor organization, together with a study of the labor movement in the United States and the laws and court decisions affecting organized labor.

Open to Juniors and Seniors.

1922—23 and alternate years.

Second semester. 3 hours.

XII. Banking.

A course in the principles and problems of Banking. The course is intended to prepare young men and women for the actual business of Banking and hence is made practical for definite future use.

Open to Sophomores, Juniors and Seniors.

1923—24 and alternate years.

First semester. 3 hours.

PSYCHOLOGY AND EDUCATION

PROFESSOR MONGOLD and MISS McNEE

A. PSYCHOLOGY.

I. Advanced Psychology.

A study of the psychological processes, such as sensation, perception, imagination, etc., and their relation to the nervous system and human behavior. The aim is to get a working knowledge of the mental processes and their uses in thinking and reasoning.

Open to Sophomores. Offered every year.

Offered through the year. 4 hours and 2 hours.

II. General Psychology.

This course is a first course in professional work leading to a third grade state certificate and will familiarize the student with psychological concepts needed for pedagogical reading as well as giving an insight into human nature and its operations.

Open to Freshmen (Taking the 2 year course).

Offered through the year. 4 hours and 2 hours.

III. Child Psychology.

Characteristics of the child mind, such as curiosity, interest, imitation, day-dreams, play, etc., and methods utilizing these mental traits will be studied.

Elective. 2 hours.

IV. Educational Psychology.

The psychology of the learning and teaching processes, including such topics as native equipment of human beings, individual variation, how to study effectively, rate and progress of learning, as well as the psychology of the various school subjects.

Elective.

Second semester. 3 hours.

V. Experimental Psychology.

In this course a study is made of the sensory and perceptive processes, association, memory, affection and allied phenomena.

Prerequisite: One year General Psychology.

Elective.

Throughout the year. 2 hours.

VI. Applied Psychology.

Special study in the psychology of human efficiency. Emphasis is given to problems of original nature; inheritance and mental traits, and individual differences; conditions and methods of effective work, learning, and rest; age, growth, sex; fatigue, drugs, posture, sleep; and their psychological application in the various fields of industry, business, management, law, medicine, education, and the ministry.

Elective.

Second semester. 2 hours.

VII. Methods of Measurement and Classification.

An analytical and critical study of various quantitative methods of measuring intelligence. The course is intended to familiarize the student with the Binet-Simon tests, their revisions, and various point systems of measurement; their uses in promotion of pupils, advancement of teachers, and as selective agencies in the industrial field. Opportunity will be given for practical application of the tests.

Elective.

Second semester. 2 hours.

VIII. Mental Hygiene.

This course treats of the pathology of habit and the re-education of the child who through mismanagement had developed dangerous mental or nervous tendencies. It furnishes the teacher with a knowledge of the nature, causes, and correction of infantilisms, defence mechanisms, etc., such as deception, habit spasms, unruliness, etc.

Elective.

First semester. 2 *hours.*

B. EDUCATION.

I. School Management.

Problems of management and supervision of the grades, including heating, lighting, ventilation, play supervision, school-room hygiene, supervision of study, the daily program, and discipline will receive emphasis. Two-year course requirement for grade teachers.

Open to Freshmen.

Second semester, 1922—*23.* 3 *hours.*

II. Principles of Education.

Evolution of the thought processes, their analysis and education. The cultivation of the judgment and reasoning powers, trial and error learning, logical attitudes in learning, and the application of these and allied processes in teaching the school subjects.

This course should be preceded by a course in the history of education.

Prerequisite: Advanced Psychology. Certificate requirement.

Open to Juniors and Seniors, 1921—*22.*

First semester. 4 *hours.*

IV. Adolescent and Child Problems.

A classification is made of the various types of children and a study made of each. Causes of mental retardation, neglect, sensory defects, primitive social conditions, etc., are studied and their effects on the child noted. Child-saving agencies, as the juvenile court, medical inspection, the psychological clinic, sex education, are studied as well as those undesirable agencies which must be recognized and controlled.

Elective.

First semester. 2 *hours.*

V. Seminar in Education.

Study of state, county, national, or city systems of education. Course may be pursued as a survey of conditions in an educational system, and a report on same from actual field work or may be taken as a research course. Special topics will be assigned each student. Thesis is required.

Elective. Open to Juniors and Seniors, by arrangement.

2 *hours.*

VI. Rural Education.

Study of the development of rural education; analysis of present conditions and tendencies; and a constructive program for the development of rural education in keeping with the rural life movement, correlating the activities of the school with the larger educational interests of the rural community.

Elective.

First semester. 2 *hours.*

VII. History of Education.

Study of the growth of educational ideals and practices throughout the world, being a general survey of the history of education in ancient, mediaeval and modern times with an intensive study of a few significant periods and including selections from the great pedagogical essays. First Grade Certificate Requirement.

Prerequisite: One year college history.

Open to Sophomores, 1922—23.

Second semester. 4 *hours.*

VIII. History of Education in the United States.

Transplanted systems of education in the colonial period, their growth, development and Americanization; the district school system, the county, state, and national elements; free schools, health inspection, vocational and continuation schools, etc. The course treats principally of the growth of the present school systems, but also analyzes present tendencies and the newer type of schools. Two-year course requirement.

Prerequisite: American History VI or its equivalent.

Open to Sophomores, 1922—23.

Second semester. 4 *hours.*

IX. Rural School Management.

This course will include organization, classification, discipline, motivation, supervision of school-room; the Common School Credit of 64 units; school-room mechanics, study and play period supervision, recitation methods; devices; the library and like problems confronting the rural teacher. Two-year course requirement for rural teachers.

First semester. 3 hours.

X. Vocational Education and Guidance.

Such topics as vocational guidance, placement, employment and supervision of school children, vocational analysis, and the history of the general movement toward vocational education will constitute the main facts of the course. Designed for those whose business it is to counsel young people in their choice of a vocation or profession.

Elective.

First semester. 2 hours.

XI. Secondary Education.

A study of the purposes and significance of the high school, its place in the community and state; the junior high school; the relation of the high school to elementary and higher education; social administration of the high school—athletics, debating, oratory, the glee club, library, and projects for socializing the high school student.

Elective. Open to Sophomores.

First semester. 3 hours.

XII. School Administration and Supervision.

The organization, administration and supervision of a high school and the grades is the theme of the course. Qualifications of the superintendent; organization, powers and duties of the school board; state laws governing the city schools; selection, training, salary, tenure, promotion, duties and qualifications of teachers; supervision of instruction, playgrounds, and discipline, all form a part of the course and are given practical application.

Juniors and Seniors.

First semester. 3 hours.

XIII. Elementary Methods.

This course seeks to combine general and special methods of instruction in the teaching of the methods of the common branches. Ample practice is given in making assignments, giving drills, planning lessons, grading papers and the like, as well as making a thorough study of the pedagogy of teaching in the elementary and grammar grades. Two-year certificate course.

Open to Sophomores, 1922—23.

First semester. 4 *hours.*

XV. High School Methods.

The lesson aim, method, lesson planning, assignment, drill scientific testing and grading, use of reference books, how to use the library, methods of study and study supervision, types of instruction, the mechanics of a recitation are presented in such fashion that each student can specialize in the subject which he expects to teach and at the same time familiarize himself with the aims of the other branches and methods of correlating with them. Certificate requirement.

Juniors and Seniors, 1922—23.

Second semester. 4 *hours.*

XVI. Rural School Methods.

This course deals with the particular problems of instruction which face the rural school teacher, recognizing the peculiar difficulties of organizing the work of a number of grades and adapting the teaching to the situation. Methods of teaching reading, penmanship, civics, physiology, geography, history, etc., are studied. Certificate requirement for rural teachers.

First semester. 3 *hours.*

XVII. Primary Methods.

Intended primarily for those preparing to teach in the first three grades, though of value also to the rural school teacher. Methods are presented for taking the child from his first day of school and developing in him fundamental concepts of direction, form, distance, size, number, etc. Handwork, drawing, modelling, phonics, language, learning to play, to read, to sing, to think, to associate with folks are fundamental to the course.

Open to Sophomores.

Second Semester, 1922—23. 3 *hours.*

XVIII. The High School and its Curriculum.

A study of the organization of a high school curriculum, including a study of the aim, content, and psychology of the various high school subjects,—their relation to each other and their broader purposes in accomplishing the function of the high school in a democracy.

Open to Sophomores.

First semester. 2 hours.

XIX. Primary Projects.

Intended as a supplementary course to Primary Methods (Educ. XVII). In this course the teachers in preparation are given the opportunity to prepare charts, models, scrap-books, collect material, perfect devices and study methods for their use.

First semester. 2 hours.

XX. Rural School Projects.

Aside from the formal teaching of the common school branches, the rural school teacher finds it necessary to engage herself in the promotion of various school projects, such as the school garden, corn judging, canning club work, rural sanitation, health crusades, child welfare work, and a hundred other things which correlate with her other work and are an indispensable part of her services as a teacher. It is the purpose of this course to fit rural teachers for this, the largest share of their work.

Second semester. 2 hours.

XXII. History of Education Sources.

This course is supplementary to Educ. VII and consists of a study of the educational writings of the great educational reformers, as Comenius, Pestalozzi, Froebel, Herbert Spencer, John Dewey, Horace Mann, etc., as well as some of the more ancient writers as Plato, Xenophon, St. Jerome, and others. Some of the classics will be studied by the class as a whole, while others will be assigned for study to special individuals.

First semester. 2 hours.

XXIII. Modern Systems of Education.

This course is supplementary to Educ. VIII and should be taken in connection with it. A study will be made of the more recent movements in education. Various state systems will be studied, continuation schools, schools for Americanization, etc. A large amount of current material in the form of government bulletins, magazines, surveys, reports of the Commissioner of Education, of the National Educational Association, and other material of like nature will constitute the contents of the course.

Second semester. 2 hours.

XXIV. The Consolidated School and its Administration.

Many new problems in the organization and administration of a school have arisen in connection with the consolidated school. It is to prepare for these problems that this course is being scheduled. A study is made of the consolidated school, its distinctive features, its supervision, its function.

Open to Sophomores.

Second semester. 3 hours.

ROMANCE LANGUAGES AND LITERATURES

PROFESSOR VOELKER

FRENCH

I. Elementary French.

The purpose of the first year's work is to secure a thorough knowledge of the fundamental principles of the French language, and to acquire an extended vocabulary. The work is conducted in French as much as possible.

Throughout the year. 4 hours.

II. Intermediate French.

The aim of this course is to impart facility in reading. Composition plays an important part in the work. The study of grammar is continued.

Throughout the year. 4 hours.

III. Advanced French.

In this course will be read the works of those authors who give the best insight into French literature. The work in composition and conversation is continued.

Throughout the year. 3 hours.
Given in 1922—23.

IV. The French Classicists.

In this course works of Corneille, Racine, Moliere, etc., will be read. There will be lectures dealing with the importance of this period. Reports will be prepared by members of the class.

Throughout the year. 3 hours.
Not given in 1922—23.

V. History of French Literature.

There will be a general survey of the development of French literature, with especial stress on the more recent periods. Reports will be prepared by the class on assigned topics.

Throughout the year. 2 hours.
Given in 1922—23.

VI. Composition.

Throughout the year. 1 hour.

VII. Conversation.

Throughout the year. 1 hour.

SPANISH

I. Elementary Spanish.

There will be a thorough study of Spanish grammar, with practice in reading, writing and speaking Spanish.

Throughout the year. 4 hours.

II. Intermediate Spanish.

This course consists of a systematic review of Spanish grammar, reading of easy texts, composition and conversation.

Throughout the year. 4 *hours.*

III. Advanced Spanish.

There will be read works of the representative Spanish authors. Members of the class will prepare reports on assigned topics.

Throughout the year. 4 *hours.*

RURAL LEADERSHIP AND APPLIED CHRISTIANITY

PROFESSORS ROADMAN AND SWANEY

I. History of the Hebrews.

A study of the Hebrew race from its earliest beginnings to the time of Christ. Especial attention is paid to the developing social, national, and race consciousness, as it is affected by the geographical, political, and religious environments, and expressed in the unique literature of the prophets and priests. The revival of the national life of the Jews in the inter-Testamental period will be fully treated. Text-book, lectures, and reports.

Open to Freshmen.

First semester. By Professor Swaney. 3 *hours.*

Given in 1922—23.

VI. The Life and Teachings of Paul.

This course aims to present the growth of the Apostolic Church from its inception among the Apostles of the Lord to the end of the first century. Especial account is taken of the relation of Judaism to Christianity, and of the great Apostle Paul, whose life is studied in the light of chronological reference to Acts and to his own Epistles.

Open to Freshmen.

First semester, 1922—23. 3 *hours.*

VII. History of the Christian Church.

While the survey must necessarily be somewhat limited in scope, the course aims to introduce the student to the history of the Church from the time of Christ to the present time. Lectures, textbooks, and reports. Open to students who have had one other history course in college.

Second semester. By Professor Swaney. *3 hours.*

Given in 1922—23.

VIII. Ethics.

An analysis of human conduct in its evolution from instinct to insight and an examination of the daily individual experiences of the members of the class and the social life of the present age. As a result of this study the principles of better living are formulated. Lectures, text-book, assigned readings, and reports.

Open to Sophomores.

Second semester. 3 hours.

XIII. Social Leadership.

Facing the problems of social uplift, study is made of methods and principles of leadership. Biography of noted leaders and research in the field of social success is emphasized.

Open to Freshmen.

First semester, 1922—23. *2 hours.*

XIV. Studies in the Old Testament.

An introductory study of the Old Testament exclusive of the prophetic books. The Bible itself will be the chief text both for study and research work.

Open to Freshmen.

Second semester, 1922—23. *3 hours.*

XV. Life and Teachings of Jesus.

Starting with a survey of the times into which Christ was born, the purpose is to trace as fully, fairly, and as vividly as possible the Life of the Master Himself with special reference to the religious problems of today. Lectures, text-book, and reports.

Open to Freshmen.

First semester, 1923—24. *3 hours.*

XVII. Seminar Church Administration.

This will be an analysis of church and religious conditions and methods. Much field work will be required. Map making and chart building will be included.
First semester, 1923—24. 2 *hours.*

XX. Introduction to Rural Sociology.

A study of rural life through text, lectures, research, and reports. Open to Freshmen.
Second semester, 1923—24. 3 *hours.*

XXI. The Prophets of the Old Testament.

A study of the person and message of the prophets with specific application to the social and religious problems of all ages.
Open to Freshmen.
Second semester, 1923—24. 3 *hours.*

XXIII. Community and Neighborhood Co-operation.

The study of the community as a social, economic, religious and educational unit with a definite program for co-operative effort, agencies at work and principles to be followed.
Special field work will be assigned for individual reports.
Open to Freshmen.
First semester, 1923—24. 2 *hours.*

XXIV. Religious Education. A.

The history of the past, the problems of the present, and the possibilities of the future in Religious Education.
A survey of various plans now in operation will be made with a special study of daily Bible School, the church school and home influences.
First semester, 1923—24. 2 *hours.*

XXV. Religious Education. B.

This course will include methods of dramatization of the Bible and the field of expressional activities which belong to religious education.

Second semester, 1922—23. 2 *hours.*

XXVI. Rural Economics.

The course aims to analyze the specific economic problems of Rural Life, including cost production, co-operative selling and will give specific attention to the Farm Bureau organization and work.

Second semester, 1922—23. 2 *hours.*

The School of Education

WILLIAM C. MONGOLD, A.M., DIRECTOR

MARCIA McNEE, A.B., PROFESSOR

PURPOSE

The purpose of the School of Education is to organize and direct all the forces of the College of Arts and Sciences and the special departments of Art, Music, Oratory and Household Arts that may lend assistance, directly or indirectly, in the preparation of teachers and educational leaders. Its special aim is to discover young men and young women especially gifted for the profession of teaching and train them for leadership in educational work.

In connection with the Collegiate departments, the School of Education prepares teachers for departments in High Schools and Consolidated Rural Schools and for principalships and superintendencies. In connection with the special departments of Music, Oratory, and Home Economics, it aims to develop special teachers and supervisors in these subjects; in connection with the departments of Rural Leadership and Applied Christianity, to produce religious educators for pulpits, Sunday-schools and Christian Association work.

STATE CERTIFICATE

The State Department and the Educational Board of Examiners have established the following standards for State Certificates:

I. The Normal Course Standard.

Requirements for a two-year Normal Course accredited for the third grade state certificate:

1. Fifteen secondary units are required for admission.

2. The normal course must consist of seventy-two weeks' work.

3. One-fourth of the normal course shall be given to pedagogical subjects, including psychology, school management, history of education, and methods of instruction.

II. Requirements in Psychology and Education for the First Grade State Certificate.

1. Psychology. Six semester hours.

2. Education. Fourteen semester hours.
   (a) Principles and science of education. Limited to eight semester hours.
   (b) History of education. Limited to eight semester hours.
   (c) General and special methods of teaching. Limited to four semester hours—two hours of general methods must be taken in the Department of Education.

NOTE:—Under this head accredited colleges may offer courses in methods of teaching secondary subjects to students who have made majors of these subjects.

(d) Electives in professional courses.
History of Industrial and Vocational Education.
Child Study.
History of Philosophy.
Adolescence.
Organization of the High School.
The High School Curriculum.
The High School Student.
Secondary Education.
Supervision or School Administration.

Note 1: No credit will be given for any course in Education which requires less than two hours in one semester.

Note 2: A college of Liberal Arts may offer psychology as early as the sophomore year and not to exceed six semester hours of work in Education in the first two years.

Students are advised to use considerable care in selecting their course as the state requirements for the third grade and first grade certificates differ, and transition from one to the other sometimes creates confusion.

SUGGESTIONS FOR ENROLLMENT

A. TWO-YEAR STUDENTS. (For Third Grade State Certificate.)

a. GRADE TEACHERS (4th to 8th). (1) Required—Psychology II, Education I, VIII, XIII, (2) Electives—Psychology III, IV, VI, VII, VIII, Education IV, X, XXI.

b. RURAL TEACHERS. (1) Required—Psychology II, Education VIII, IX, XVI, (2) Electives—Education IV, VI, X, XX, Psychology III, IV, VI, VII, VIII.

c. PRIMARY TEACHERS (1st to 3rd Grades). (1) Required—Psychology II, Education I, VIII, XVII. (2) Electives—Education IV, X, XIX, Psychology III, IV, V, VI, VII or VIII.

B. FOUR YEAR COLLEGE COURSE. (For First Grade State Certificate.)

a. HIGH SCHOOL TEACHERS. (1) Required—Psychology I, Education II, VII, XV. (2) Electives—Education IV, X, XI, XVIII, XXII, XXIII, Psychology III, IV, V, VI, VII, VIII.

b. HIGH SCHOOL SUPERINTENDENTS AND PRINCIPALS. (1) Required—Psychology I, Education II, VII, XII or XXIV, XV. (2) Electives—Education I, IV, X, XI, XIII, XVIII, XXII, XXIII, VIII, XIV, XXI.

A major in the Department of Education consists of 32 hours. Required—Psychology I, III (or Education IV), VII or VIII, Education I, II, XIII, XV, VII. Electives—Education IV, VI, VIII, IX, X, XI, XIV, XX, XXI, XXII, XXIII. The major is open only to those who desire to specialize in Education for the purpose of preparing for filling a normal training teaching position.

STANDARDS

Upper Iowa University is an accredited member of the North Central Association of Colleges and Secondary Schools, The Association of American Colleges, The American Council of Education, The Council of Church Boards of Education and other standard College organizations.

School of Music

CHARLES DANIEL NEFF, A.B., A.M., Mus.D., Director

EMMA EDITH GRIESEL, A.B., STELLA HAAS NEFF,

WYNONA FARQUHAR, A.B., B.M.

GENERAL DESIGN

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Two courses are here outlined: The diploma course, and the post-graduate course securing the Degree of Bachelor of Music.

INSTRUMENTAL MUSIC

PROFESSOR NEFF

COURSE OF STUDY

I. Pianoforte.

This course involves the following stages: Preparatory, Academic, Sub-Junior, Junior, and Senior. Four years' work, or its equivalent, earns the diploma of the institution. Upon graduation, students should be fitted for responsible positions as teachers of music and should have secured a solid equipment leading to future specialization.

Fuller information and a detailed outline of the piano course will be furnished upon request.

II. Harmony.

Harmony is to music what grammar is to language. It is the sine qua non, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions and triads. Chords of the augmented sixth, French, German, Italian, and Neapolitan. Seventh chords with their inversions. Chords of the ninth. Cadences. Modulation. Suspensions and retardations. Organ point. Passing tones. Harmonizing melodies and inventing themes. Part writing. Chorales. Chants. The C clefs. Writing accompaniments. Ear exercises.

III. General Theory.

Elements of acoustics and tone quality. Accent, tempo, rhythmics, melodics, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

IV. History of Music.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self-evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

PUBLIC EXHIBITIONS, RECITALS, CONCERTS

Each year and each semester, public exhibitions will be given. The recitals will be a most valuable factor in the student's progress, while at the same time the institution and the community will not fail to recognize therein the evidences of a musical uplift.

FACULTY RECITALS

The teaching force of the School of Music has been greatly strengthened. Each of the principal departments, pianoforte, voice, violin, stringed and band instruments, is in charge of a thoroughly competent instructor. Several recitals of real interest and significance are now being given by the faculty members of the School of Music each season. These activities are supplemented by the coming of eminent artists from abroad.

ENSEMBLE PLAYING

This is one of the important features of the course. Therein are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced are required to perform in public, not only in solo numbers, but also in four-hand, six-hand, and eight-hand playing. Through such a medium is mind sharpened on mind, and ability matched against ability.

MEMORIZATION

In the pianoforte department, one of the prime requirements is that much of the material used in study throughout the course shall be memorized. The first-class pianists of Europe and America invariably play their entire programs from memory. Rubinstein had a memorized repertoire of more than a thousand compositions. Only when the student has thoroughly committed his music to memory does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics.

INSTRUMENTS

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Seven of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway orchestral grand piano is a part of the equipment of the School of Music. This superb instrument, the type used by the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music in November, 1917. The pipe organ in the Methodist church is also available.

REQUIREMENTS FOR GRADUATION

Four hours of Harmony, four hours of the Music Students' Club Extension Course, embracing History and the study and performance of the works of the standard composers, together with two hours of Theory, and a High School education, are required of candidates for graduation. The study of languages, especially modern, is of very great importance to the pianist, organist, and composer.

The complete course extends through four years in the instrumental and theoretical departments. Two years of post-graduate work are provided for the higher development of artistic and concert playing and for the further pursuit of studies in general theory.

BACHELOR OF MUSIC

Post Graduate Course of Two Years

Upper Iowa University confers the Degree of Bachelor of Music upon graduates of the School of Music who complete two years post-graduate work, as follows:

DEGREE COURSE IN PIANOFORTE

1. Completion of the Diploma Course in Pianoforte.
   Thirty semester hours of college credit in the Liberal Arts College.
2. Two full years of advanced Pianoforte.
   One full year of work, elective in either Organ, Singing, Public School Music, or Violin.
3. One year of Advanced Harmony.
   One year of Musical Form and Analysis.
   The Theory of Interpretation.
4. Two public recitals, from memory, of compositions of virtuoso calibre.

VOICE DEPARTMENT

MISS GRIESEL

The proper cultivation and training of the human voice has value not only from the musical point of view, but also from the physical, mental, and emotional. The physical advantages to be gained cannot be overestimated, for the strengthening of the lungs and respiratory mechanism is of prime importance to health. Breath control, which all singers must acquire, leads directly to nerve control and self-control, exercising a profound influence upon character. Intellectually, singing excels in its disciplinary effect, and is also the most refined form of mental recreation.

No subject can equal singing as a means of emotional training. Perfect mental development cannot be attained without emotional culture, and it is in this field that singing excels, for it is a means of exercising, regulating, harmonizing and purifying the emotional nature, thus creating a condition of emotional harmony. Thus singing proves itself to have far-reaching effects upon thought, feeling, and action.

The courses of study to be followed in voice culture must be adapted to the particular needs of individual pupils, as the nature of the human voice requires individual treatment by the refined teacher. The course includes a mastery of all the technical difficulties, with special attention to breath control, tone placing and production, enunciation and interpretation.

Private recitals are given every two weeks, thus affording pupils the opportunity to acquire poise, and also enlarge their knowledge of good vocal music. After experience in private recitals, pupils are presented in public recitals.

Requirements for Graduation—

1. The completion of voice culture as recommended by the instructor; the public rendering of a full program of the more difficult works, including Oratorio and Grand Opera Selections; one year's experience in Vocal Ensemble, and a High School education, or its equivalent.
2. Harmony, two years; History, two years.

VOCAL ENSEMBLE

The Girls' and Men's Glee Clubs and University Chorus offer opportunity for experience in chorus singing. These organizations give public concerts during the spring season.

PUBLIC SCHOOL MUSIC

Tht standard requirement of the State Board of Examiners for a certificate in Public School music is as follows:

Psychology and Education	13 or 14 semester hours
English	6 or 7 semester hours
Citizenship	3 or 4 semester hours
Electives (College subjects other than drawing)	6 or 7 semester hours
	30 Semester Hours

Music, including Methods and specific training for Public School Music work: 30 Semester Hours.
Total: 60 Semester Hours.

In detail this 30 hours of Music work will be offered as follows:

Offered the first semester of any year:

Public School Music Methods	2 Semester Hours
Sight Singing	2 Semester Hours
Ear Training	1 Semester Hour
History of Music	2 Semester Hours
Harmony	2 Semester Hours
Voice	2 Semester Hours
Piano	2 Semester Hours
Theory	2 Semester Hours
Chorus and Glee Club	1 Semester Hour

Offered the second semester of any year:

Public School Music Methods ---------- 2 Semester Hours
(Continued from first semester.)
Sight Singing ---------- 1 Semester Hour
(Continued from first semester.)
Music Appreciation ---------- 2 Semester Hours
History of Music ---------- 2 Semester Hours
Harmony ---------- 2 Semester Hours
Voice ---------- 2 Semester Hours
Piano ---------- 2 Semester Hours
Chorus and Glee Club ---------- 1 Semester Hour
Total: 30 Semester Hours.

One lesson in piano or voice per week for one semester, with one hour practice per day (minimum) constitutes 1 hour credit toward the Public School Music certificate.

Credits in Methods, Sight Singing, Ear Training, History of Music, Harmony, Appreciation and Theory, may be applied toward the A.B. degree to the amount of 14 semester hours. See page 27, Degrees, 3.

Voice, Piano, Chorus, and Glee Club credits do not apply on the A.B. degree.

VIOLIN

MISS WYNONA FARQUHAR.

The private lessons in violin are adapted to meet the needs of the individual pupil rather than the demands of some fixed "system" or "method". Special emphasis is laid upon the use of the bow in procuring a rich, smooth tone and in obtaining the varying shades of expression. Holmann and Hermann violin schools are used as studies in the easier grades while the works of Mazas, Dancla, Riis and Kreutzer, with appropriate solo pieces are used for more advanced students.

Opportunity for public appearance is afforded by recitals and various programs on the campus, while a college orchestra offers those students who are sufficiently advanced, practice in ensemble playing.

Further experience is possible to any violin student sufficiently proficient to be selected as a member of one of the Lyceum companies which are sent out by the school to the various towns in Northeastern Iowa.

BAND

A College Band and Orchestra will be organized under competent leadership for instruction and practice.

The School of Oratory

MARGARET JAYNE COLLETT, A.B., DIRECTOR

The School stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the summum bonum of all education. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progress. Yet, apart from the general culture accorded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

Upon the attainment of a high degree of efficiency, through the two years of study outlined for this Department, a diploma will be awarded.

Special courses may also be pursued by those who are not planning for a professional career.

I. Voice Culture.

Exercises for voice building, placing, flexibility, and resonance. The aim is to bring out the natural qualities of the voice, to free it from inherited or acquired mannerisms, and to cultivate a clear, resonant tone.

1. Voice Culture. Preparatory exercises for muscular development. Breathing. Shakespearean method as applied to the speaking voice. Emission of tone. Cultivation of mobility of vocal organs. Development of slides. Increase of range of voice. Study of elementary English sounds.
First semester. 2 hours.

2. Voice Culture. Ear training. Cultivation of resonance. Responsiveness of voice to emotion. Tone modulation. Tone color.
Prerequisite: Voice 1.
Second semester. 2 hours.

II. Oral Expression.

This work is based upon psychological principles. Literature of a high class arranged to follow the development of the mind in expression is used, the aim being to cultivate a natural, direct, and intelligent style, which will express the student's individuality and yet be in harmony with the emotion of the selection.

3. Expression. Text: Psychological Development of Expression. Volume I. Fundamental principles of expression. Intellectual conception. Development of power to read lines. Training of eye. Cultivation of imagination. Picturing.
First semester. 2 hours.

4. Expression. Continuation of Expression 3. Studies in expression of simple emotions. Studies for abandon. Series of studies for directness and animation in reading and speaking. Simplicity and naturalness.
Prerequisite: Expression 3.
Second semester. 2 hours.

5. Expression. Text: Psychological Development of Expression. Volume II. Studies for vividness of imagery. Studies in social emotion. Relation of reader to imagery. Relation of reader to audience. Commanding attention.
Prerequisite: Expression 3 and 4.
First semester. 2 hours.

6. Expression. Continuation of Expression 5. Studies in light and shade. Subtlety. Studies in fulfillment of author's purpose. Studies in atmosphere. Power of expression.
Prerequisite: Expression 3, 4 and 5.
Second semester. 2 hours.

III. Dramatic Art.

Preliminary to the study and presentation of plays, a series of lessons in life study and personation is given, followed by character studies from Dickens with physical representation of the same. Dramatic scenes are then given, together with a study of stage etiquette, deportment, and business. Later more advanced work in modern drama, and scenes from Shakespearean plays are presented.

7. Dramatic Art. Life study and personation. Study of character from life, written sketches and physical representation together with monologues in character. Studies of character from Dickens; written sketches, physical representation, and dramatic scenes.
First semester. 2 hours.

8. Dramatic Art. Study and presentation of good modern plays. Character studies. Dramatic action. Stage deportment and etiquette.
Prerequisite: Dramatic Art 7.
Second semester. 2 hours.

9. Dramatic Art. Analytic and literary study of selected plays from Shakespeare. Study of plot: Character analysis. Presentation with stage business.
First semester. 2 hours.

10. Dramatic Art. Continuation of Dramatic Art 9, with a view to public presentation of drama.
Prerequisites: Dramatic Art 7, 8, 9.
Second semester. 2 hours.

IV. Story Telling.

This is one of the oldest of arts, now recognized as a dignified and legitimate art of entertainment. It is also considered an educational factor in the life of a child, being the means of interesting the young in history, science and literature, as well as inculcating lessons of morality and ethics.

11. Story Telling. Principles of story telling studied. Psychological reasons for selected stories for different periods of childhood. Fairy tales, folk lore, fables, Bible stories, myths, legends, allegory, and dramatic stories. Individual practice with criticisms and suggestions.
First semester. 2 hours.

12. Adaptation of the story for older people. Emphasis put on the selection and delivery of stories in speeches. Practical work in re-telling stories of opera, short stories and novels of note.
Second semester. 2 hours.

V. Repertoire.

This course gives the student practical experience in rendering selections before a sympathetic yet critical audience, and also the privilege of hearing others give their interpretations.

13. Repertoire. Listening to interpretation of selections by others. Practice in rendering different forms of literature, including short story, monologue, lyric poetry, and dramatic composition with criticism and suggestions.
First semester. 2 hours.

14. Repertoire. Continuation of Course 12, which is a prerequisite.
Second semester. 2 hours.

VI. Practical Public Speaking.

15. This course offers as maximum of practical training with the minimum of theory through analysis and interpretation of great orations and actual practice in their oral presentation. The principles involved in the construction of a speech and the means of interesting, instructing, and convincing an audience and moving them to action. Practical work in the preparation of speeches based on definite outlines.

First semester. 2 *hours.*

16. Speeches on many practical subjects, including social, economic and political problems, and speeches suitable for various occasions are carefully prepared and delivered. Simplicity, directness, attractiveness, appeal, fervor, persuasiveness and power are qualities sought in delivery. One original oration is required.

Second semester. 2 *hours.*

VII. Argumentation and Debating.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to present them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

17. Principles of Argumentation and Brief Drawing.

Present a thorough study of the principles of argumentation and debating, and actual training in the preparation of briefs for debate upon assigned subjects.

First semester. 2 *hours.*

18. The Technique of Debating.

A continuation of Course 17. Deals with the technique of debating—the marshalling of evidence—the consideration of the admissibility and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of style—persuasion—arousing the emotions—appealing to the intellect—platform deportment. Instruction is gained through actual classroom debates upon current problems.

Second semester. 2 *hours.*

VIII. Private Study.

19. Private Lessons.
Selections adapted to the student's growth and suitable for public presentation will be prescribed and receive the individual attention of the instructor.
First semester. 1 *hour.*

20. Private Lessons.
Continuation of Course 19, which is a prerequisite.
Second semester. 1 *hour.*

21. Private Lessons.
Continuation of Course 20, which is a prerequisite.
First semester. 1 *hour.*

22. Private Lessons.
Continuation of Course 21, which is a prerequisite.
Second semester. 1 *hour.*

Course of Study for Graduation From the School of Oratory

First Year		Second Year	
English	8	English	8
Elective	8	Elective	8
Oral Expression (3) (4)	4	Oral Expression (5) (6)	4
Dramatic Art (7) (8)	4	Dramatic Art (9) (10)	4
Story Telling (11) (12)	4	Repertoire (13) (14)	4
Private Lessons (19) (20)	2	Private Lessons (21) (22)	2

Note:—Candidates for graduation are urged but not required to elect Practical Public Speaking, Debate, and Physical Culture.

School of Commerce

E. A. BILLINGS, Director

An essential item in all lines of business is practical accounting. While this subject is primarily vocational, every person entering upon life's duties should understand accounts. To supply the demand for thoroughly prepared accountants, is the purpose of the School of Commerce. The subjects have been carefully selected. Those who take the full course will find that they have a degree of efficiency that will enable them to meet the modern requirements of business successfully.

The student who takes his commercial work with us will have advantages that are of considerable importance for good preparation and of general profit and pleasure in the work. Associating with students engaged in other scholastic lines of work broadens the understanding of the important and useful things in this life, and inspires to higher ideals and better preparation. The library, literary societies, lectures, and recitals that are given here as an essential part of a student's course, make this a desirable place to take this work. Athletic events add interest, and social functions give a refinement which is useful for a successful business career. All this comes in incidentally with the work of the student.

The School offers two courses that lead directly to a diploma. Those who do not wish to take a full course will get credit for such parts as they may take. These courses will give credits for college entrance and for college work according to the preparation and advancement of the student.

One of the courses given is strictly along the line of business accounting. The other is along the line of stenography, office work, and verbatim reporting. These courses secure diplomas but not degrees.

It is not necessary to pass an examination to enter upon the work. The time required to complete the work depends largely upon the previous preparation and ability of the student. We frequently receive students who complete the work in one year, others will require a longer period to complete the work and properly prepare themselves for a successful business career.

COMMERCIAL COURSE

Bookkeeping
Penmanship
Rapid Calculation
Spelling
Commercial Correspondence
Arithmetic
English
Commercial Law
Economics
Salesmanship

SHORTHAND COURSE

Shorthand
Typewriting
Spelling
Commercial Law
Commercial Correspondence
Penmanship
Office Practice
English

BOOKKEEPING

The student is taught the principles of Bookkeeping through the medium of sets so arranged that it is able to advance without difficulty. He is instructed how to post, take a trial balance, to detect and correct errors, classify accounts, close the ledger, to make out statement of loss and gain, resources and liabilities. He is also taught use of the Journal, Cash Book, Ledger, Sales Book, Bill Book and Check Book.

BUSINESS WRITING

Neat, legible and rapid handwriting is a matter of first importance in a business education. It is often a final and decisive matter in obtaining employment. In this course it is our aim to give each student a style of writing which has a commercial value.

COMMERCIAL CORRESPONDENCE

Every Commercial student makes Letter Writing a special study, as the most delicate and complicated transactions are often required to be adjusted by letter. Not only are our pupils trained as to the form, but Business English, Punctuation, etc., that enter into a business letter are dealt with to a great extent.

COMMERCIAL LAW

It is almost absolutely necessary that every one know something about business law. The man who does not know who are competent to contract and what contracts must be in writing in order to be valid is at a great disadvantage in protecting his financial interests. The Law of Contracts and Negotiable Paper, the Law Governing Agencies, Bailments, Insurance, Interest and Usuary is taken up.

RAPID CALCULATION

It is the aim of this class to develop speed with figures on all sorts of computations. This is considered by many as one of the most important branches in a business course. Quick and accurate calculation is one of the qualifications usually demanded by an employer. Some of the subjects that are taken up in this course are, addition, subtraction, multiplication, interest and discount, and quick methods in figuring lumber, wood, hay, etc.

SPELLING

This is a subject of great importance. All business students are required to take the subject, unless they can pass a special examination given at the beginning of each semester.

SHORTHAND COURSE

The Department of Shorthand and Typewriting is a part of the School of Commerce. The work and instruction is largely individual. These are subjects where the careful supervision of the teacher is necessary at all times, and it is our aim to give each one of the students all the personal instruction that is necessary.

SHORTHAND AND TYPEWRITING

The "Gregg" System of Shorthand, which is rapidly becoming the leading system of the world, is used. "Rational Touch Typewriting" is used for machine instruction.

REQUIREMENTS FOR GRADUATION

The student will be recommended for graduation when he is able to write shorthand at the rate of one hundred words per minute for ten consecutive minutes on new matter and re-read it; to operate the typewriter at the rate of fifty words per minute from copy. It is our plan to give the student a thorough training for the work that he will be expected to take in the business office or have to do in teaching.

The Academy

PROFESSOR W. C. VAN NESS, A.M., Principal

There are certain subjects that are the foundation of every branch of study. All departments of learning and business rest upon them. They are used by the ordinary individual in everyday life and underlie the work of the specialist. These subjects the Academy presents together with some subjects that lead to specialized work.

It often happens that students are nearly ready to enter on a college course, but find it necessary to make up a little work in some branch. Such persons will find the work of the academy planned to meet their needs. It will supply what they lack in their preparation.

There are others who have been compelled to stop school, but now find it possible to take up school work again. They do not fit in with public school grades. In the academy there will be no such embarrassment. They will associate with those who are like themselves and of their own age.

Some would like to secure more schooling but do not intend to take a college course. Such persons can select such classes as they are prepared to enter and continue their work in the special line that they need.

The state now requires all who wish to take the teachers' examination to have twelve weeks of Normal Training in an accredited school. Such instruction will be given in the Academy.

Every one going into business and, in fact, into any occupation, should at least understand bookkeeping and commercial methods. The commercial courses in connection with the Academy, including shorthand and typewriting, will be found to meet the most exacting demands of modern business, and work done in these branches will be credited for college entrance and graduation.

SCOPE OF THE WORK

The regular preparatory courses in the Academy are the equivalent of any first-class high school courses.

GRADUATION

To graduate from the preparatory courses in the Academy it is necessary to have 15 units, or 30 credits. Students who have already taken a part of the preparatory work are not required to go over the work again if they can show that it has been well done.

A "credit" means one subject pursued for one semester with four one-hour recitations per week. One unit equals two credits.

GROUP I.—Required Subjects.

English	six credits
Algebra	two credits
Plane Geometry	two credits
History	two credits

GROUP II.—Elective. Four credits to be selected.

Latin	eight credits
Greek	four credits
German	four credits
French	four credits
Spanish	four credits

GROUP III.—Elective.

English History	one credit
American History	one credit
Algebra, Advanced	one credit
Geometry, Solid	one credit
Science	two credits
Civics	one credit
Economics	one credit
Botany	one credit
Higher Arithmetic	one credit
Advanced Grammar	one credit
Bookkeeping	one credit
Shorthand	one credit
Didactics	one credit

COMMON BRANCHES

To accommodate those who may wish to review the common branches for the purpose of teaching, or for any other reason, it will be possible to secure instruction in the following subjects:

Arithmetic
Grammar
U. S. History
Geography
Physiology
Orthography
Reading
Penmanship
Music
Domestic Science
Agriculture
Manual Training

General Information

LOCATION

Upper Iowa University is located in Fayette, one of the prettiest and most healthful towns of Northeastern Iowa. A river and river bluffs; a circular basin with a knoll in the center for the college campus; neat houses with trim lawns; streets lined with beautiful elms and maples; with excellent water, and modern facilities for water supply; with electric lights, a complete sewerage system, and a good beginning in paving the principal streets; with a live commercial club and a class of people having high standards and ideals—this is Fayette, for over sixty years the home of the Upper Iowa University.

HOW TO REACH FAYETTE

With 400,000 automobiles in Iowa, modern travel has been revolutionized.

Not very many years ago the town that was not located on the sea coast or on some navigable river was called inaccessible. Then the railroad had its day. But this is the day of the automobile. Fayette is on primary graveled road.

The Chicago, Milwaukee & St. Paul Railway connects Fayette directly with Cedar Rapids, Manchester, Dubuque, and Davenport on the south and east, and with St. Paul, Minneapolis, Calmar, Charles City, Mason City on the north and west. There are four passenger trains a day on the C., M. & St. P. Passengers leave Fayette at 4:12 P. M. and reach Chicago at 6:30 A. M. the following morning. The connections with Dubuque are equally good, permitting the traveler to leave Fayette at 6:30 A. M. and reach Dubuque at 10:00 A. M. A twenty-minute ride to Randalia gives direct connections with Oelwein, Waterloo, West Union, and Decorah, on the Chicago, Rock Island & Pacific Railroad. Both the C., M. & St. P. and the C., R. I & P. connect with

the Chicago Great Western, the Illinois Central, and other trunk lines running east and west.

CAMPUS AND BUILDINGS

The College Campus of fourteen acres is situated on a magnificent elevation in the center of the town.

The buildings on the campus are:

(1) *College Hall* contains many of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture. A modern steam heating plant has just been installed in College Hall.

(2) *South Hall* offers a home for forty young women and dining-room facilities for sixty boarders.

(3) *Science Hall* contains the laboratories and lecture rooms of the Departments of Chemistry, Physics, Zoology, Botany, Geology, and the Museum.

(4) *Chapel,* used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the Department of Home Economics and a Banquet Hall.

(5) *"The David B. Henderson Library,"* the gift of Andrew Carnegie in memory of this former son of Upper Iowa University. A well equipped and working library.

(6) *The Gymnasium,* completed in 1920, is a modern Gymnasium in every detail. It is equipped with shower baths and swimming pool and an ample playing floor. Perfect facilities for the physical development and recreational life of the students is thus provided.

THE LIBRARY

For many years the Library was housed in College Hall. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Brenner Hender-

son, Ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnshes two fine literary society halls.

The library contains about fourteen thousand volumes; and the books are classified according to approved library methods. A large number of the best magazines and newspapers are regularly received and kept on file.

THE LABORATORIES AND MUSEUM

The Biological Laboratory is located in Science Hall. The entire second floor of this building is devoted to the work in Biology. In addition to the class-room, there are commodious and well-lighted laboratories for both elementary and advanced classes. These laboratories are equipped with work tables, a set of individual lockers for the use of students, gas, water, and electric lights.

The laboratories possess the usual equipment of microscopes, both simple and compound, microtomes, camera lucida, sterilizing apparatus, glass ware, reagents and other equipment for bacteriological and histological work, and anatomical charts and models. There is also an extensive series of microscopic preparations, a projection lantern and a series of lantern slides.

A departmental library is maintained in which is found a number of carefully selected reference works and periodicals.

The herbarium contains about 1,000 sheets, chiefly of the higher plants, and includes the collection of the late Dr. C. C. Parker. The collection is especially rich in local species.

The Chemical Laboratory is located on the east side of the first-floor of Science Hall. The west side contains the lecture room, equipped with new hardwood chairs, lecture

table, and is supplied with water and gas for experimental purposes. The lecture room also accommodates the Mrs. George Lull Chemical Library, recently enlarged through the generosity of Mrs. George Lull of Postville, Iowa. The library contains a complete bound set of the "Journal of the American Chemical Society," 1876-1917. Our files of the "American Chemical Journal" are almost complete. Besides monthly issues of the "Journal of the American Society," "Chemical Engineering" and bi-monthly issues of "Chemical Abstracts," which are regularly received, there are numerous works of reference both of a general nature and those that deal with special phases of physics and chemistry.

The general chemical laboratory contains forty desks and sufficient apparatus to adequately equip them. Water and gas are accessible to all and hoods are provided to carry off objectionable vapors.

The laboratory for advanced students in chemistry occupies the southwest corner of Science Hall. It is provided with a finely finished solid oak construction desk to accommodate sixteen students. It is equipped with soapstone sinks and Chapman pumps for filtering.

All the laboratories are supplied with a thirty-volt ten-ampere direct electric current and with blaugas used in the bunsen burners.

An extensive store room supplies students with the apparatus and materials needed.

The Physical Laboratory occupies the southwest corner of the first floor of Science Hall. It is fitted with gas and water and direct electric current. The electric current is furnished by a new motor generator set. It was manufactured by the Westinghouse Electric and Motor Co. The motor uses the alternating current, is 1-2 H. P., 200 volt, and 3.47 amperes. The generator supplies a direct current of 10 amperes and 30 volts. The current is used in electrolysis experiments, electrometallurgy, experimental and charging storage batteries. The set was presented to the laboratory by Hon. Christian Miller of Clermont and Mr. Fred E. Finch of Fayette.

Apparatus and materials needed by students are kept in cabinets in the store room which is immediately adjacent.

Recently, nearly two thousand dollars in new physical apparatus has been installed. The addition includes pieces of the latest design and best finish obtainable, used in mechanics, heat, electricity, sound and light, such as: Atwood machine; laws of impact apparatus; composition of force table; demonstration balance; reading telescope; Young's Modulus apparatus; inertia apparatus; Torsion apparatus; centrifugal force machine; water motor; Boyles Law apparatus; air thermometer; law of cooling apparatus, psychrometer; conincidence pendulum; a magnetometer; earth inductor; Braun's electrometer; voltameters; apparatus for mappiping electrical fields of force; D'arsonval galvanometers; ballistic coils; post-office resistance box and Whealstone bridge combined; Rheostats; electric calorimeter; temperature co-efficient apparatus; standard mica condensers, single and subdivided; ammeters and voltmeters; sound reflectors; Lummer-B'rodhan photometer; diffraction gratings; spectrometer; Noerrenberg polarisation apparatus; Galton's whistle, and many other new pieces.

In the departmental library are to be found a goodly number of volumes used in reference work by the students.

The Museum occupies the third floor of Science Hall. The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institution, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial mention are a fine series of birds' eggs, chiefly local, and a good working conchological collection. The L. P. A. has recently asquired a very complete collection of birds from this section of the state and have placed this collection in the museum.

The geological collection includes a good working series of minerals and rock forms, and materials for the study of

dynamical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous strata of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collection is the gift of the Rev. Ernest S. Lyon.

GYMNASIUM AND ATHLETICS

Upper Iowa University has a gymnasium with modern equipment, including a swimming pool and facilities for well-rounded physical development. In the conduct of the gymnasium, the aim is provision for the physical exercise and development of all students. The legitimate interest of expert gymnastics and intercollegiate athletic work will not be sacrificed but these will be subservient to the larger interest of physical health.

Superior work is done in basket-ball, and excellent teams are maintained.

The outdoor work consists of football, baseball, field and track athletics, and tennis. Two new tennis courts have recently been built.

The southeast quarter of the campus has been set apart for athletic purposes. The athletic grounds are in prime condition.

The control of athletics is vested in a Board composed of representatives from the four college classes and a resident alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the injury of "professionalism" and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

BOARD OF ATHLETIC CONTROL

Professor E. A. Billings, Chairman; Professor O. E. Lowman; Professor Verna E. Jumps; Professor Guy West Wilson; Coach, Dr. J. E. Dorman; J. Randall Perry; Rygel Farrand; Harold Welch; Millard Horton; Vincent Killerlain.

OFFICERS OF ATHLETIC TEAMS

Dr. J. E. Dorman, Coach and Director; John B. Gough, Captain Foot Ball Team; Fabian Kuney, Captain Basket Ball Team; Gilbert Finch, Manager Tennis Association; C. Merrill Green, Captain Base Ball Team.

RELIGIOUS CULTURE

The College was founded by Christian men—men who believed that the highest development of the mind can be secured only through an unwavering loyalty to the great principles of Christianity. Throughout the sixty-four years of its history the College has been true to the ideal of its founders. It is under the patronage of the Methodist Episcopal Church, but it is in no sense of the term a sectarian institution.

Chapel services are conducted daily in the College Chapel, at which all students are required to be present. On Sunday students are expected to attend at least one service at one of the churches in town.

Convocation Services are held at intervals during the academic year.

There are in the College two Christian Associations, one composed of young men; the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

Both Associations meet on Thursday evening, which is designated as Religious Activity Evening. General col-

lege events other than religious, are omitted as far as possible on Thursday evening.

During all its history, the College has exerted a potent religious influence and has contributed to the ranks of religious leaders some of the ablest and most devoted men and women of the past half century.

STUDENT ORGANIZATIONS

The Young Men's Christian Association holds a regular devotional meeting each Thursday evening. It is the earnest desire of the Association to help its members to reach a higher standard of Christian experience. It has special classes organized for Bible and missionary study under efficient teachers. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains at the opening of each semester and will furnish new students any information or help that may be desired.

The Young Women's Christian Association, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in college life. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work, which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. At least once each semester a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to contribute to the religious development of every young woman who enters the College.

Literary Societies. The students in the College of Liberal Arts have organized four literary societies—The Philomathean, organized in 1857, and the Zethegathean, organized in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1882, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

Forensic League. A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great home contest of the year is the series of preliminary debates leading to the selection of the teams for the inter-collegiate contests.

Biological Club. The Upper Iowa Biological Club, which was organized in November, 1920, by the members of the advanced classes in the department of Biology, is composed of students in the various classes in that department. Regular meetings are held during the college year for the presentation of papers and the discussion of the progress in this field of science.

The French Club, composed of students in the study of the French language for mutual advantage, meets once a month.

The Collegian, established in 1883, is our college student publication.

The Annual, called the "Peacock," published each year by the Junior Class, gives a most interesting inside view of college life as seen through student eyes.

PRIZES

The Charles G. Shade Debate Prize. Charles G. Shade, Trustee of Upper Iowa and Banker of Rock Rapids, offers an annual prize of $100.00 to be distributed among the six best debaters, chosen for inter-collegiate debate under the

control of the Forensic League. The winners for places on teams for 1922 are John F. Schmidt of Oelwein, Alvin Edgar of Eldora, Marguerite Travis of Fayette, Fred M. Smith of Cresco, Robert Bruce Perry of Champlin, Minn., and Jay I. Knuths of Dows, Iowa.

The Sarah Houghton Fawcett Prize of Fifty Dollars, founded by the late Rev. William Fawcett, D.D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is awarded annually for the best English oration—matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English at least two weeks before the contests. The contest is held in the fall of the year, and the winner is the representative of the College at the inter-collegiate contest. The prize is open to all students.

Winner for 1921—22, J. Randall Perry of Fayette.

The Joseph F. Cass Scholarship Prize. Mr. Joseph F. Cass has established a scholarship prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educational value. The prize for 1921 was $100.00 in cash.

Winner last year, Ruby Nash of Fenton, Iowa.

The John Andrew Holmes Prize. The Rev. John A. Holmes, '95, has established a prize of twenty-five dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. The contest is to take place before the fall elections.

The Iowa Sons of the American Revolution Medal. A medal is awarded by the Iowa Sons of the American Revolution to the student having the best standing in American History. The winner in 1921 was Anne Corbitt of Fayette.

The Martha Marie Allen Prize. Trustee D. B. Allen, of Arlington, Iowa, has established a prize of $100.00 in oratory in honor of his daughter, Martha Marie Allen. This contest is to be held each year during Commencement week, and is open to men and women alike. At least five contestants must be entered and the prize divided as follows: First prize, $50.00; second prize, $30.00; third prize, $20.00.

The winners of the prize in 1921 were: First, J. R. Perry of Fayette; Second, Harry Keiser; Third, Fred M. Smith of Cresco.

Clarke-Craig Debate Prize. The Rev. J. Kirkwood Craig, '09, has established a prize of $25.00 for an Inter-Society Debate. The prize is given in honor of the parents of Rev. and Mrs. Craig. The purpose of this prize is to stimulate interest and efficiency in debating.

Walter H. Beall Prize. Mr. Walter H. Beall of West Union, Iowa, has established a General Scholarship Prize of $50.00 to be awarded annually by vote of the Faculty, to the Senior with best four year record. The purpose of the prize is to encourage the best type of scholarship and the selection of the winner is to be made on the Rhodes Scholarship basis. Winner for 1921, Helen V. Platt of Fayette.

Mrs. D. B. Allen Prize. Mrs. D. B. Allen of Arlington, Iowa, has established a prize of $100.00 for the year 1920—1921 for excellence in Athletics coupled with good scholarship. The purpose of the prize is to stimulate good athletic work along with good scholarship. Winner 1921: First George Gaide of Fayette; Second, J. R. Perry of Fayette.

No student who has won the first prize in the Fawcett, Shade or Allen contest shall be eligible to receive said prize (or other cash prizes incident to these contests) again, but this is not to be interpreted as debarring said winner from entering any of these contests for a place on teams or to represent the school.

MEMORIAL GIFTS

On December 20, 1920, Mr. and Mrs. Allan Foster of Fayette, Iowa, gave to the college $1,000.00 to be kept as a permanent fund in memory of their son, Robert, who gave the last full measure of devotion to his country in the World War.

The income from the fund is to be used for the purchase of Library books for the Department of Philosophy and Religion.

SCHOLARSHIPS

The following scholarships, endowed with $1,000.00 each, have been established for the purpose of educating worthy young men and women:

The George H. and Lavina C. Garrison Scholarship, established by the persons named.

The Mrs. S. J. Lormer Scholarship, established by the person named.

The Samuel G. Wayman Scholarship, established by his wife, Ethel Wayman.

The J. C. and T. D. Peterman Scholarships. In the will of T. D. Peterman he provided that the residual of his estate, which aggregates approximately $7,000.00, should become a trust fund, the income from which should be used for the education of the young people of Fayette and vicinity, at the discretion of the Trustees. A part of this fund will be available for the year 1922—23.

Trustees' Scholarships. Several scholarships are provided by the Board of Trustees, to be granted to worthy students.

Honor Scholarship. To the Honor Student of each approved High School. Write Pres. M. J. Hoffman, Pella, Iowa, for particulars.

STUDENT LOANS

The Board of Education of the Methodist Church has established a permanent loan fund to assist worthy students who need financial assistance to complete a college course. Good character and satisfactory school records are requisites in securing the help from this fund. Applications for a loan should be made to Dean J. W. Dickman.

SOCIAL LIFE OF THE COLLEGE

Upper Iowa University has always been consistently democratic in its social life. Real worth, not material wealth, is the ideal of the College. This social life is largely directed by the historic literary societies, the class organiza-

tions, the Young Men's and Young Women's Christian Association, with the advice and general supervision of the Dean of Men, the Dean of Women, and class advisers.

Traditional social events are the Receptions of the Christian Associations, the President's Receptions, the Class Banquets, the Home-coming Banquet, the Campus Day Picnic, and the President's Dinner in honor of the Senior Class.

The aim of all this is not social dissipation, but rational social recreation and the cultivation of the social poise and bearing that constitute such an important factor in happiness and success everywhere.

LECTURES AND RECITALS

The Ladies' Professorship Association has for many years maintained a lecture course of the very highest standard. The greatest lecturers on the American platform and the leading musicians and entertainers are secured for this course. Thus, at a very moderate cost, our students and citizens have the opportunity to hear the most famous men and women in public life.

The School of Music gives many recitals, concerts, interpretive lecture-recitals, and other musical entertainments.

The School of Oratory puts on each year a Senior Class Play and a Dramatic Art Play of the very highest order.

Besides these there are inter-collegiate debates, convocation addresses, oratorical contests, and a commencement program filled with the best of entertainment and instruction.

METHOD OF GRADING AND HONOR POINTS

Upper Iowa has adopted a new system of grading and of honor points which goes into effect at the beginning of the first semester, 1922. This system is being increasingly adopted by colleges with satisfactory results. By this plan a student must be able to earn a number of honor points equal in number to the semester hours of work required for graduation. Upper Iowa requires 124 hours of work for graduation for the College of Liberal Arts, which includes

four hours for required physical training. Therefore the candidate for the Bachelor of Arts Degree must earn 124 honor points.

For graduation from the two year Normal Course sixty-four hours of work are required, of which four hours are physical training, and the candidate must earn sixty-four honor points for graduation from this course.

The following credit marks are given:

A, B, C, D, E, and F, carry the following value in per cents and in honor points:

A equals 93—100%, 3 honor points. (Usually attained by about 7%.)

B equals 86—92%, 2 honor points. (Usually attained by about 24%.)

C equals 78—85%, 1 honor point. (Attained by about 38%.)

D equals 70—77%, no honor points. (Attained by about 24%.)

E indicates a "condition". Given for work incomplete or slightly below passing grade, permitting the student one month from the closing of the semester to complete his work or bring it up to a passing grade.

F, below 70%, indicating failure in a course. (Attained by about 7%.)

Each student is expected to carry at least twelve hours of work. No student is allowed to schedule for work in excess of sixteen hours per week except by special permission. Such permission will not be granted to students not maintaining high-class grades.

Students who fail to make passing grades in one-half their work must obtain the consent of the Registration Committee to enroll for the work for the following semester.

Examinations are given at the close of each semester. Students whose work is incomplete or who fail to receive passing grade must make up the work within one month or repeat the course. A special fee will be charged students for special examinations

A report of each student's record is sent to parents at the close of the semester.

EXTRA CURRICULA CREDITS IN COLLEGE OF LIBERAL ARTS

For the sake of offering encouragement to certain types of student activity and at the same time, making limitation to the amount of outside work a student may carry, a system of extra curricula credits has been adopted as follows:

Editor of Collegian	One credit
Business Manager of Collegian	One credit
Editor of College Annual	One credit
Business Manager of College Annual	One credit
Lyceum Work	One credit
Standard Forensic Contests	One credit
Glee Club	One credit
University Chorus	One credit
Quartette	One credit
Band	One credit
Orchestra	One credit
Y. M. C. A. President	One credit
Y. W. C. A. President	One credit

Major part in College Plays (upon nomination of Coach and vote of Faculty), One credit.

(1) Ten of these extra curricula credits may be counted as one hour of the 124 of the regular B.A. course. Only two such hours are to be allowed in the whole college course.

(2) No student shall be allowed to engage in more than five of these activities in any semester except by a vote of the Faculty.

ADMINISTRATION AND GOVERNMENT

The President has general supervision of all matters of scholarship and discipline; and is the official medium of communication between the College and its patrons, and between the Faculty and the Board of Trustees.

The Dean exercises the functions of the President when the latter is absent, and is the medium of communication between the Faculty and the Parents or Guardians of the students.

The Faculty is entrusted by the Board of Trustees with immediate government and direction of the College. It determines the subjects and methods of study and makes such rules and regulations regarding student activities as it deems necessary to the best interests of the institution.

The Class Advisers are the counselors of their several classes, particularly in matters of scholarship and deportment. The approval of the Class Advisers should be secured in registering for, changing, or in discontinuing a course of study.

The Dean of Women is the special adviser of the young women of the College, having general supervision over their college life and activities.

The aim of the College is to so develop young men and women that they may realize their highest ideals and possibilities. College students are as a rule earnest young people who are facing life with vision, hope, and courage. The Upper Iowa University aims to attract such as students, and such students have little need of outer rules and regulations, for they are eager to obey the higher "inner law," and are willing to regulate their lives by the accepted rules of right conduct and to observe the unwritten social and moral rules of all Christian communities.

But all young people, whether at home or away from home, must face very serious temptations, and they need advice and sympathetic supervision. This kind of supervision it is the duty of the college to give.

The aim in the administration of college government is to lead all students to regard themselves as responsible for good order. Students must learn to control themselves if they desire to become leaders of their fellowmen. The training in self-government is considered no small part of the value of a college education. The years that students spend in college coincide with the period of greatest rapidity in character building.

These facts justify the expectation of our patrons that we provide for their sons and daughters a safe and helpful moral environment during this critical period of life. The college seeks to do this in a systematic way by interesting itself in the life and work of every student. Through all members of the Faculty it stands in personal relation of counsel to all who need assistance, and of warning to check any tendency toward carelessness in work or habit that may manifest itself. The college solicits the patronage of all who are disposed to regard with respect the rightful authority of the institution and insists on such conduct as becomes the high privilege of students in a Christian college.

Students are expected to observe the regulations of the Faculty in regard to rooming places, absence from town, hours of quiet, attendance at recitations. Those who persistently violate these reasonable requirements, who neglect their studies and bring reproach upon the institution by their conduct, will be dismissed.

Rooming houses must be approved by the Faculty and must be conducted under the regulations made by the College authorities. The houses where young women room are under the special supervision of the Dean of Women.

COLLEGE CHAPEL

Upper Iowa follows the custom, common among all the independent denominational colleges, of including in its requirements attendance at the Chapel service. The one daily assembly of the entire College, it is a welding force, inviting to fellowship and loyalty. It is subject to the perils attendant upon repetition. But the repetition of what is good is salutary discipline. By it the main intent of the service, which is spiritual, is furthered, for, by the daily reiteration, unconsciously the sense of the value of life's finest standards and ideals is deepened, and if to college men and women much is given, of them, peculiarly, it is required that they shall be lovers of the spirit.

SOUTH HALL

South Hall, conveniently located on the campus, furnishes pleasant accommodations for about forty young ladies. The building is steam heated and lighted with electricity, and is provided with bath rooms, hot and cold water, and other modern conveniences.

Each room is 12 x 14 with closet 3 x 7, and furnished with sanitary cot, mattress, dresser, table, chairs, and rug. Sheets and pillow cases should be brought from home. Each young woman should bring one blanket, one comforter, one spread, one pillow and such other things as may contribute to the comfort and pleasantness of the room.

The rent for rooms in South Hall ranges from $1.25 to $1.75 per week for each occupant when two persons occupy the room and double this amount when one rooms alone. Students will furnish their own bulbs. Any damage to the furniture or room must be paid by the occupants of the room. If a student rooms alone because it happens that there is no roommate for her, the regular rates will be charged, but such person must be in readiness to accept a roommate as soon as one comes. In all cases an effort will be made to place congenial persons together. It is best for students to settle the matter of roommates themselves so far as possible.

These rooms are centrally situated and are well lighted and ventilated. All arrangements of hours for meals and other conditions are planned for the accomplishment of the best school work.

Application for rooms should be made to Mrs. O. E. Lowman, Matron of South Hall, Fayette, Iowa. If any one has a choice of rooms she should apply early, as choice of rooms will be given in the order of application. A room will be considered as engaged, and will be held for the applicant, when a deposit of $3.00 is made and this $3.00 will be refunded when final settlement is made for the semester.

In connection with the Hall there is a dining-room where good board may be had. The price for table board is $5.00 per week.

Students who room elsewhere may secure table board at the Hall at $5.00 per week. Single meals, 35 cents.

Board bills are to be paid each four weeks in advance.

SUGGESTIONS TO NEW STUDENTS

1. Students living on the main lines of the Chicago, Milwaukee & St. Paul Railway, in Iowa, come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. A stage runs from Randalia (on the Chicago, Rock Island & Pacific Railway), five miles to the west, to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester, while those living on the Chicago Great Western may change either at Oneida Junction or at New Hampton, or Oelwein.

2. Each student should bring his certificate of credits. Graduates from high school or academies, whether such schools be fully or partially approved, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms or semesters of work, the number of hours per week, and the grades received will be given. These blanks may be obtained from the President or the Registrar.

3. Members of the Reception Committee of the Young Men's and Young Women's Christian Associations will meet all trains during the opening days of each semester to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

4. During the opening of each semester the President's office, in the David B. Henderson Library Building, will be open from 7:30 A. M. to 12:00 M. and from 1:00 to 6:00 P. M. Every new student should go to the President's office and secure the matriculation card. He should then pass to the Registration Committee, where his credits will be canvassed, and his schedule of work for the semester made out. He will then pass to the Treasurer and pay his quarter's tuition fee, whereupon he is admitted to all the privileges of the College.

5. All Freshmen and Academy girls will room at South Hall except those who live at home or room with near relatives.

EXPENSES

The regular college year is divided into two semesters of 18 weeks each. One-half a semester constitutes a quarter. All tuitions and other fees are payable each quarter in advance.

College and Academy

Tuition—College, each quarter, 12 to 15 hours	$20.00
Tuition—Academy, each quarter, 12 to 16 hours	15.00
Additional charge for each hour above 15, college work	4.00
Additional charge for each hour above 16, Academy	2.00
Tuition charge per credit hour for less than 12 hours, College	4.00
Tuition charge per credit hour for less than 12 hours, Academy	2.00

General Fees Required of All Students

Library fee, each quarter	$ 1.00
Student Activity fee, each quarter	3.00
Incidental fee, each quarter	2.00
Required of all Freshmen and Sophomores.	
Physical Training, each quarter, per semester hour	1.50

Special Fees

Laboratory Fees—	
Geology, each quarter	$ .75
Psychology, each quarter	.75
Biology Courses I, II, III, V, VI, VII and VIII, each quarter	1.75
College Physics, each quarter	1.50
College Chemistry, each quarter	3.00

Home Economics, each quarter	2.00
Academy Physics, each quarter	1.25
Academy Botany or Biology, each quarter	.75
Bacteriology, each quarter	2.00

Music

Piano, Voice and Violin, one private lesson per week, each quarter (30 minutes)	$11.00
Piano, Voice and Violin, two private lessons per week, each quarter (30 minutes)	20.00
History of Music, 2 class lessons weekly, per quarter	8.00
Theory, 2 class lessons weekly, per quarter	8.00
Harmony, 2 class lessons weekly, per quarter	8.00
Public School Music Methods, 2 lessons weekly, per quarter	8.00
Sight Singing, 4 class lessons weekly, per quarter	8.00
Ear Training, 2 class lessons weekly, per quarter	4.00
Music Appreciation, 2 class lessons weekly, per quarter	8.00
Chorus and Glee Club, 1 class lesson weekly, per quarter	2.00
Rent of Piano, per quarter, one hour daily	1.50
Pipe Organ, each quarter, one lesson per week	12.00
Pipe Organ, each quarter, two lessons per week	22.00

Oratory

Private Instruction

One private lesson each week, per quarter (30 minutes)	$10.00
Two private lessons each week, per quarter (30 minutes)	18.00

Class Lessons

Two class lessons per week, each quarter	$ 3.00

Graduation Fees

Diploma, Bachelor of Arts	$ 6.00
Diploma, Master of Arts Degree	10.00
Diploma, School of Music	6.00
Diploma, School of Oratory	3.00
Diploma, Bachelor of Music	10.00

A registration fee of $1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

Ordained ministers and deaconesses, and children of ordained ministers, are granted half rates on regular College and Academy tuition.

Historical

1854 —Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law, donated land for Fayette Seminary.
These men also donated $50,000.00.

1854 —Contract let for Seminary Hall (now College Hall), 50 x 100, three stories, cut stone.

1857 —January 7: First term Fayette Seminary opened. Rev. Wm. H. Poor, Principal.
May 28: Second term opened. Rev. Nathan C. Cornell in charge.
Seminary Hall completed.
September 17: First academic year opened. Rev. Lucius H. Bugbee, A.M., Principal.

1858 —July 15: First Commencement.
Same day Board of Trustees changed name to Upper Iowa University.

1859 —July 21: Rev. L. H. Bugbee formally inaugurated President.

1860-1869—July: Rev. William Brush, A.M., D.D., President.

1861 —Nearly an entire company enlisted from Upper Iowa.

1869-1870—Rev. Charles N. Stowers, A.M., President.

1870-1872—Byron W. McLain, A.M., Acting President.

1872-1873—Rev. Roderick Norton, A.M., Pastor of Fayette Church and President.

1873-1899—Rev. John W. Bissell, A.M., D.D., President. Period of internal growth and building.

1884 —South Hall erected.

1887 —North Hall, now Science Hall, erected.

1890 —Chapel erected.

1892 —First Gymnasium erected with funds raised by the Christian Associations.

1899-1902—Rev. Guy Potter Benton, A.M., D.D., President.

1901 —David B. Henderson Memorial Library erected. Gift of Andrew Carnegie.

1902-1905—Rev. Thomas J. Bassett, D.D., President.

1905-1909—William Arnold Shanklin, A.M., D.D., President.

1909 —President's Home purchased and re-modeled.

1909 —$100,000.00 added to endowment.

1909-1916—Rev. Richard Watson Cooper, D.D., President. $50,000.00 raised.

1916-1920—Chauncey P. Colegrove, A.M., LL.D., President.

1918 —$369,000.00 in Jubilee Subscriptions taken for endowment and building.

1920 —New $80,000.00 Gymnasium erected.

1920-1921—John W. Dickman, A.M., Sc.D., Acting President.

1921 —Rev. James P. Van Horn, D.D., President.

The Upper Iowa University is a corporation with the usual powers of a Liberal Arts College conferring degrees.

The Board of Trustees consists of the President of the College, ex-officio, and the regular members who are divided into three classes elected for three-year terms, the term of one class expiring each year. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. The Alumni Association has been granted the right to nominate two members each year, which nomination is received by the Board of Trustees and passed upon by them.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years;

Quintus C. Babcock, ten years; Charles G. Shade, one year, and N. A. Mershon, seven years.

The Ladies' Professorship Association is an in-corporate body, with power to raise and invest funds for the endowment of a chair of English to be filled by a woman. The officers and membership of the Association will be found in this catalogue.

The Alumni Association is an in-corporate body composed of graduates of the College of Liberal Arts. It has for its main object the endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the Chair of Biology.

The Endowment Custodians is an in-corporate body composed of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the Board of Trustees. At present the Board of Custodians is limited in making loans to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings; and no loan can be made without the consent of three members, and not then if any member objects. The method of control of the College funds is absolutely safe and efficient. Friends may make donations to the endowment with the most perfect assurance that their gift will be zealously guarded and kept intact forever.

We invite those who have funds to invest where they will do good for all time, to write for the plan which has been adopted by this college after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as

they live, with the understanding that the property belongs to the College at their death, to be kept as a permanent fund.

The General Association of Alumni

Earl A. Roadman, '09 ---------- President
Forrest B. Claxton, '10 ---------- Vice-President
Marcia McNee, '20 ---------- Corresponding Secretary
Eleanor Garrison, '12 ---------- Recording Secretary
J. W. Dickman, '88 ---------- Treasurer
F. B. Claxton, '10 ---------- Director
Term expires '22.
W. F. Baker, '93 ---------- Director
Term expires '23.
Leo C. Stone, '03 ---------- Director
Term expires '24.
F. E. Finch, '94 ---------- Member Board of Control

The Fayette Association

Thomas W. Potter, '89 ---------- President
L. L. Cole, '96 ---------- Vice-President
Forrest B. Claxton, '10 ---------- Secretary

Ladies' Professorship Association

OFFICERS

Mrs. John W. Dickman ---------- President
Mrs. H. W. Troy ---------- First Vice-President
Mrs. W. C. Denniston ---------- Second Vice-President
Mrs. Charles P. Estey ---------- Recording Secretary
Mrs. E. B. Scobey ---------- Corresponding Secretary
Mrs. B. F. Simonson ---------- Treasurer

MEMBERS

(In order of seniority of membership)

Mrs. J. W. Bissell; *Mrs. A. M. Strong; Mrs. S. B. Warner; Mrs. N. Keasey; Mrs. Luther Waterbury; Miss Abbie Mills; Mrs. Caroline M. Lakin; Mrs. A. J. Duncan, M.D.; Mrs. W. A. Hoyt; Mrs. J. E. Budd; Mrs. H. E. Hurd; Mrs. J. L. Paine; Mrs. R. J. Miller; Mrs. J. H. Boyce; Mrs. W. F. Boyce; Mrs. William Larrabee;

Mrs. T. E. Fleming; Mrs. W. W. Peebles; Mrs. C. P. Estey; *Mrs. L. C. Dudley; Mrs. J. W. McLean; Mrs. J. W Dickman; Mrs. J. D. Parker; Mrs. W. B. Stevenson; Mrs. J. O. Hoover; Mrs. P. H. Alderson; Mrs. G. P. Benton; Mrs. Mary Carpenter; Mrs. W. N. Clothier; Mrs. W. C. Denniston; Miss Helen Jones; Mrs. F. L. Montgomery; Mrs. J. B. Wyatt; Miss Elizabeth Claxton; Mrs. L. S. Forbes; Mrs. A. J. Hensley; Miss May Jones; Mrs. Finley Smith; Mrs. A. E. Bennett; Mrs. H. F. Beyer; Mrs. E. G. Cattermole; Mrs. J. P. Dolliver; Mrs. F. A. Hoyt; Mrs. C. D. Neff; Mrs. G. A. Oliver; Mrs. B. F. Simonson; Mrs. J. E. Wagner; Mrs. Charles Webster; Mrs. J. W. Winston; Mrs. P. R. Woods; Mrs. F. G. Young; Mrs. G. S. Beane; Mrs. H. A. Bender; Mrs. J. H. Budd; Mrs. James Graham; Mrs. W. C. Hilmer; Mrs. J. S. McIntosh; Mrs. Vida Smith Brown; Mrs. Q. C. Babcock; Mrs. E. V. Claypool; Mrs. G. C. Fort; Mrs. A. E. Whitney; Mrs. W. A. Shanklin; Mrs. O. C. Cole; Mrs W. H. Smith; Mrs. John Dorman; Mrs. J. E. Moore; Mrs. F. S. Walker; Mrs. E. B. Scobey; Mrs. Charlotte Horner; Mrs. F. J. Ressler; Mrs. C. R. Carpenter; Miss Charlotte H. Davis; Mrs. W. H. Klemme; Mrs. F. H. Sanderson; Mrs. Locke Arnold Shanklin; Mrs. Mary Arnold Shanklin Dagget; Mrs. J. R. Caffyn; Mrs. James Claxton; Mrs. N. F. Norton; Mrs. Austin Fox; Mrs. Minnie Shade; Mrs. S. S. Wright; Mrs. B. F. Adams; Miss Jessica E. Magee; Mrs. P. Dwello; Mrs. Adeline Graham Palmer; Mrs. Cecelia Elwick; Mrs. Ursula Robinson; Mrs. Myra Carrothers; Mrs. L. H. Turner; Mrs. Mary E. Watson; Mrs. Mary Klemme Ferguson; Mrs. C. A. Douglas; Mrs. M. A. Pooler; Mrs. J. F. Cass; Mrs. T. H. Temple; Mrs. John Doughty; Mrs. Marjory McCrimmon Ross; Mrs. Inez M. West; Mrs. E. A. Crawford; Mrs. R. E. Farrand; Mrs. R. V. Porter; Mrs. Hattie Robbins; Miss Mary Foxwell; Mrs. A. B. Reif; Mrs. T. J. Durant; Mrs. F. H. Hill; Mrs. Sarah Richards; Miss Mary Hatch; Mrs. B. W. Soper; Mrs. B. Dubbert; Mrs. T. J. B. Robinson; Mrs. Lois Magee Snider; Mrs. W. G. Crowder; Mrs. Jennie Eighmey; Mrs. P. H. Anderson; Mrs. C. E. Smith; Mrs. J. B. Bird; Mrs. E. A. Welden; Mrs. Lucy Wingate; Mrs. Margaret C. Carter; Mrs. Ada Reed; Mrs. F. E. Nash; Mrs. Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson; Mrs. G. H. Kennedy; Mrs. Sarah P. Bailey; Mrs. Lillian McCook; *Mrs. Ida E. Ellison; Mrs. Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; Mrs. Nettie M. Wesp; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. F. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. E. A. Lang; Mrs. Thomas Gates; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. Anna Young; Miss Lucy Parker; Mrs. A. M.

Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elphic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. D. C. Rathbun; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Miss Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Mrs. Vina Ashbaugh Elder; Mrs. Emma Cray Sherwood; Mrs. Hattie E. Smith Crouch; Mrs. Marion G. Morehouse; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs. Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Mary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. Ethel Wayman; *Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; Mrs. Myra Bindenberger; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. C. P. Colegrove; Mrs. Mary G. Hoyt; Mrs. Ida M. Snowden; Mrs. Elizabeth Hoyt Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; Mrs. D. M. Parker; Mrs. W. K. Humphry; Mrs. R. W. Cooper; Mrs. E. O. Heuse; Mrs. Frank J. Davis; Mrs. William Baker; Miss Jennie Baker; Mrs. H. I. Robinson; Mrs. I. E. Hoogner; Mrs. R. W. Baker; Mrs. Fred E. Finch; Mrs. R. D. McCarthy; Miss Eleanor Garrison; Mrs. A. F. Dellit; Mrs. W. E. Butler; Mrs. F. Q. Brown; Miss Alice Probasco; Mrs. Thomas Alderson; Mrs. W. W. Robinson; Mrs. F. W. Court; Mrs. R. O. Woodard; Miss Elisabeth Nichols; Mrs. W. F. Baker; Mrs. Reuben Atkinson; Mrs. N. A. Mershon; Miss Ella Rich; Mrs. Edith Rawson Warner; Mrs. Jennie Howarth Ede; Miss Joan Davis; Mrs. J. W. Crain; Mrs. Samuel Wood Geiser; Mrs. Nora Rathbun; Mrs. J. A. Young; Mrs. A. M. Fellows; Mrs. Fannie Holmes; Mrs. H. E. Rush; Miss Frances T. Grannis; Mrs. Lottie Moore; Mrs. S. N. Garrison; Mrs. Ella Winston Trout; Miss Mary Williams; Mrs. W. C. Mongold; Mrs. Agnes Corbitt; Mrs. Frank Swartley; Mrs. J. C. Lewis; Mrs. E. C. Cobb; Mrs. A. B. Curran; Mrs. W. C. VanNess; Mrs. E. C. Clothier; Mrs. Lylah Tidgwell Cook; Mrs. Stella Sweet Kemmerer; Mrs. Graham Denniston; Mrs. Frank M. Dorman Patten; Mrs. James Mitchell; Mrs. Mary Bassett; Mrs. Allan Foster; *Mrs. Margaret Claxton; Mrs. C. A. Simonds; Mrs. Bessie H. Bishop; Mrs. Clinton Humphry; Mrs. Harry Humphry; Mrs. J. W. Ocker; Mrs. Roy Fussell; Mrs. J. M. Davis; Miss Edna Borrusch; Mrs. Grant Finch; Mrs. Henry Hettler; Mrs. J. H. Buhlman; Mrs. J. W. Burget; Mrs. Grant Bigelow; Mrs. Chas. Oelberg; Mrs. A. R. Oelberg; Mrs. J. J. Oelberg; Mrs. J. C. Wittenberger; Mrs. S. T. Funk; Mrs. F. A. Kiel; Mrs. F. O. Hillman; Miss Elizabeth Upton; Miss Dora Carter; Mrs. Edna Robbins Gough; Mrs. L. W. MacKellar; Mrs. L. M. Stranahan; Mrs. T. W. Potter; Mrs. R. L. Harvey; Miss Janette Bender; Mrs. E. G. Platt; Mrs. E. N. Hartman; Mrs. Richard Otley; Mrs. A. J. Luce; Mrs. W. H. Arnold; Mrs. F. H. Linn; Mrs. Earl Roadman; Mrs. H. F. Schilling; Mrs. M. J. Perry; Miss Marie Robinson; Mrs. W. F. Pfeifer; Mrs. William Kelly; Mrs. F. O. Brown; Mrs. Lela Buhlman McAloon; Mrs. Ada Buhlman McGoon; Miss Blanche Buhlman; Miss Marguerite Horning; Mrs. Anna

Horning; Mrs. Mildred Nafe Kerr; Mrs. Ruth Walker Miller; Mrs. Edna Dorman Lee; Mrs. Ralph Winegar; Mrs. L. E. Burget; Mrs. M. L. Hathaway; Mrs. Peter Jubb; Mrs. M. E. Williams; Mrs. Alice Eaton; Mrs. Pearl Hartman White; Miss Anna Huie; Mrs. Loretta Calkins; Mrs. Blanche Kaiser Mountain; Miss Kate Proctor; Mrs. Ina Lockwood; Mrs. Samuel Patterson; Mrs. Hazel Platt; Mrs. Geo. Kernahan; Mrs. Ella Older; Mrs. E. L. Roberts; Mrs. Chas. Noble; Mrs. Georgia W. Knudson; Miss Edna Carter; Mrs. Allen Carter; Mrs. E. L. Upton; Mrs. M. H. Fussell; Mrs. F. Mittlestadt; Mrs. Asa Steggal; Miss Hattie Parker; Mrs. Harriet C. Parker; Mrs. Samuel Manuel; Mrs. Elizabeth Doland; Miss Annie Corbitt; Mrs. Chas. Knight; Mrs. Arlie Bray; Mrs. C. B. Sampson; Mrs. William Bray; Miss Nellie Smith; Mrs. S. J. Phelps; Mrs. Ruth Searles Crowe; Mrs. Florence Dorman Cook; Mrs. E. C. Fussell; Mrs. H. S. Canfield; Mrs. Grace Burdick; Mrs. Grace E. Finch; Mrs. Edward Belknap; Mrs. Charlotte E. Fox; Mrs. Florence Berns; Mrs. Lafe Smith; Mrs. Amanda Miller; Mrs. Stella B. Stewart; Mrs. J. S. Briggs; Mrs. Nellie Foster Roys; Mrs. L. Roadman; Mrs. W. H. Fox; Mrs. C. H. Cochran; Mrs. Phoebe Smittle; Mrs. Margaret Husband; Miss S. W. Hetherington; Mrs. Emma Gough; Mrs. Cora L. Aylmer; Mrs. Elizabeth Edgar; Mrs. Sarah E. Mackay; Mrs. A. B. Blunt; Mrs. J. J. McNaul; Mrs. Walter Whiteford; Mrs. J. L. Probasco; Mrs. B. B. Walrath; Mrs. Maude Goocher Phillips; Mrs. D. B. Allen; Mrs. Leroy Kling; Mrs. Emma Eckheart; Mrs. Mary A. Clements; Mrs. Frank Camp; Mrs. E. H. Estey; Mrs. Henry George; Mrs. Ruby Stone Antes; Mrs. Alice Herrick; Mrs. J. Q. Adams; Mrs. E. L. Pritchard; Miss Nora M. Talley; Mrs. C. F. Chambers; Mrs. C. H. Roberts; Mrs. N. S. Schenck; Mrs. Ruel Camp; Miss Maybelle Blunt; Mrs. G. S. Lackland; Mrs. J. R. Jensen; Mrs. A. W. Moore; Mrs. Clyde Blunt; Miss Edith Ernst; Mrs. Frank Hobson; Mrs. Frank Morrison; Mrs. Ed Ostrander; Mrs. E. H. Wendland; Mrs. J. R. Kuhens; Miss Amy Richards; Mrs. W. J. Graham; Mrs. Charles Scobey; Mrs. H. P. Hancock; Mrs. Florence Musser; Mrs. Harold Hoyt; Mrs. F. L. Bunton; Mrs. A. J. Gurney; Miss Mary Heiserman; Mrs. Grace Colby; Mrs. D. D. Waterbury; Mrs. Addie Fels; Mrs. Karl Fisk; Mrs. John Riley; Miss R. Rothlisberger; Mrs. W. Trudo; Mrs. Clara Scott; Miss Elsie Davis; Mrs. Cora M. Ryan; Mrs. Katherine Ainsworth; Mrs. Isaac Claxton; Mrs. S. A. Brown; Mrs. Flora Schlick; Miss Inez C. Chapman; Mrs. Mabel Monroe; Miss Sarah Mildred Wilmer; Mrs. Celia S. Berkstresser; Mrs. Marie Heiserman; Mrs. Leslie A. White; Mrs. Mary Cole Magee; Mrs. F. A. Niles; Mrs. J. P. Van Horn.

*Deceased during the year.

Degrees

Conferred in 1921

Master of Arts

Marguerite Isabelle Horning ---------- McGregor, Iowa

Bachelor of Arts

Berg, Florence M. ---------- Elgin
Brause, Phyllis Mildred ---------- West Union
Caudle, Olive Edna ---------- Fayette
Christian, Sylvan Willard ---------- Decorah
Clothier, Elloise ---------- Fayette
Corbitt, Annie L. ---------- Fayette
Curran, Lois Jeanne ---------- Fayette
Davis, C. Gladys ---------- Fayette
Donat, Mildred Mary ---------- Randalia
Doughty, Carol Jessie ---------- Fayette
Evans, Merle Dan ---------- New Hampton
Farrand, Veylerd Dickman ---------- Sumner
Gabrielson, Adolph ---------- Duluth, Minn.
Gaide, George Dale ---------- Fayette
Hench, Lee Owen ---------- Britt
Huie, Anna Luverne ---------- Oregon, Ill.
James, Mabel Lucile ---------- Sheffield
Krull, Wendell Henry ---------- Tripoli
Lien, Harold L. ---------- Manchester
Menzel, Ralph Edgar ---------- Independence
Noble, Robert D. ---------- Rowley
Older, Sarah Mildred ---------- Fayette
Older, Velma ---------- Fayette
Olson, Eunice M. ---------- Osage
Paine, L. Miriam ---------- Eldora
Rabe, Mabel ---------- Cedar Falls
Stone, Leonora Frances ---------- Fayette

HONORARY DEGREES

Doctor of Divinity

Gilbert G. Chalice ---------- West Union
John Benjamin Magee ---------- Wichita, Kansas
J. Ralph Magee ---------- Seattle, Wash.

DEPARTMENT DIPLOMAS AND CERTIFICATES

School of Music

Kuhlman, Elverna ---------- Colesburg
Stone, Leonora F. ---------- Fayette
Ritchie, Eunice Lydia ---------- Fayette

Public School Music

McNee, Bernice ---------- Spring Valley, Minn.
Barthell, Elizabeth Clare ---------- Waukon

School of Oratory

Corbitt, Annie L. ---------- Fayette
Luce, Edna Rosetta ---------- Fayette
Burge, Hazel ---------- Epworth
Kuhlman, Elverna ---------- Colesburg
Neuenschwander, Hazel E. ---------- Fayette

Commercial Department

Flanders, Marjorie ---------- McGregor
Lenhart, Hazel ---------- Littleport
Sanford, Mary Esther ---------- Dunellen, N. J.

Winners of Annual Prizes

Cass Scholarship Prize
Ruby Nash ---------- Fenton, Iowa
Martha Marie Allen Prize in Oratory
First: J. Randall Perry ---------- Fayette
Second: Harry R. Keiser ---------- Elgin
Third: Fred M. Smith ---------- Cresco
Fawcett Prize in Oratory
1921: Olive E. Caudle ---------- Fayette
1922: J. Randall Perry ---------- Fayette
Mrs. D. B. Allen Prize in Athletics
First: George Dale Gaide ---------- Fayette
Second: J. Randall Perry ---------- Fayette
Walter H. Beall Scholarship Prize
Helen Verda Platt ---------- Fayette
State Woman's Contest in Extemporaneous Speaking
Annie L. Corbitt ---------- Fayette

Register of Students

In Attendance Between June 13, 1921, and June 8, 1922

COLLEGE OF LIBERAL ARTS

Seniors

Anderson, Clarence H. ---------- Lime Springs
Christian, Carl Benjamin ---------- Decorah
Cline, Nellie May ---------- West Union
Darnell, Neva Gertrude ---------- Sumner
Dickman, Lucile Marie ---------- Fayette
Derflinger, Charlotte Leona ---------- Aurora
Edie, Mary ---------- Masonville
Eidahl, Wenzel Lauritz ---------- St. Ansgar
Elwick, Velma Grace ---------- Jesup
Gough, John Benjamin ---------- Allison
Gallup, Roe Gilbert ---------- Fayette
Gratke, Sam D. ---------- Strawberry Point
Green, Clifford Merrill ---------- Decorah
Horning, Alamando Lloyd ---------- McGregor
Humiston, Harold H. ---------- Fayette
Jack, Ruby F. ---------- Cedar Falls
James, Ruth ---------- Thornton
Jumps, Verna E. ---------- W. Wrightstown, Wis.
Keiser, Harry Rudolph ---------- Elgin
Knuths, Jay I. ---------- Dows
Kruse, Irma ---------- Maynard
Leebl, James F. ---------- Spillville
Linn, Isabel Maurine ---------- Sumner
Littelle, Glenn Prentice ---------- Fayette
Luce, Edna Rosetta ---------- Fayette
Morris, Emmet L. ---------- Seattle, Wash.
Mouser, Letha ---------- Fayette
Perry, James Randall ---------- Fayette
Probasco, Mrs. Byrdie ---------- Fayette
Ritchie, Eunice Lydia ---------- Fayette
Schmidt, John Franz ---------- Oelwein
Sperry, Milford Kirk ---------- Fayette
Travis, Marguerite ---------- Fayette
Young, George Donald ---------- Arlington

Juniors

Barthell, Elizabeth Clare ---------- Waukon
Burge, Hazel Mae ---------- Epworth
Eckheart, Carol Frances ---------- Arlington
Espeseth, Evelyn B. ---------- Decorah
Farrand, Rygel E. ---------- Sumner
Fawcett, Juanita Eldora ---------- Fayette
Finch, Gilbert Hollis ---------- Fayette
Fussell, Elsie M. ---------- Fayette
Fussell, Raymond Cook ---------- Fayette
Gemmell, William Maurice ---------- Quasqueton
Grabau, Earl Lawrence ---------- Bonair
James, Ralph R. ---------- Sheffield
Kirby, Louis Copeland ---------- Strawberry Point
Luhemann, J. Miller ---------- St. Cloud, Minn.
McNee, Bernice ---------- Spring Valley, Minn.
Mead, Inez Coralie ---------- Elma
Mosby, Gordon James ---------- Elgin
Perry, Marjorie Corinne ---------- Owasa
Polk, Charles Willard ---------- Rowley
Sargeant, Angeline ---------- Ringsted
Skarshaug, Frances Gene ---------- Elgin
Wilson, W. Raymond ---------- Fayette
Zemanek, Lottie May ---------- St. Ansgar

Sophomores

Baker, Katherine ---------- Ogema, Minn.
Baker, Lillian Mae ---------- Decorah
Belknap, Betty B. ---------- West Union
Beyer, Ralph E. ---------- Edgewood
Bills, Marie Ruby ---------- Fayette
Bortner, Merriam Beatrice ---------- Hawkeye
Brown, Doris W. ---------- Fayette
Eckheart, Melva Alma ---------- Arlington
Edgar, Alvin Randall ---------- Eldora
Falb, Walter Clarence ---------- Elgin
Finch, Ruth E. ---------- Fayette
Fawcett, Mona Elaine ---------- Fayette
Flanders, Marjorie Dorothea ---------- McGregor
Hansen, May Fidelia ---------- St. Ansgar
Harrington, Gladys Mildred ---------- Hazleton
Hoyt, Marjorie Winifred ---------- Fayette
Kelly, Paul L. ---------- Fayette
Kerfoot, Harold Lamont ---------- St. Paul
Learn, Raymond Leroy ---------- Fayette
Lockwood, Earl S. ---------- Fayette

MacKellar, Glenn D. ---------- Elgin
Muth, Lester Allen ---------- Monona
Oelberg, Harold F. ---------- Lima
Parker, Myra Bess ---------- Elma
Peckham, Marion A. ---------- Castalia
Perry, George L. ---------- Fayette
Perry, Robert Bruce ---------- Champlin, Minn.
Prescott, Gerald Roscoe ---------- Plymouth
Probasco, Esther Lydia ---------- Fayette
Risk, Nelmah M. ---------- Fayette
Risk, Thelma M. ---------- Fayette
Roberts, Ruby M. ---------- Lime Springs
Shaffer, Grace Mildred ---------- Fayette
Smith, Fred Malcom ---------- Cresco
Sweet, Helen Elizabeth ---------- Fayette
Troy, Homer Whitfield ---------- Fayette
Watson, Edmond Adelbert ---------- Epworth
Webb, Anna ---------- West Union
Welch, Wesley Harold ---------- Fayette
Wells, Louie G. ---------- Chester
Whitford, Marjorie Lovira ---------- Volga
Wilson, Marguerite Bertha ---------- Elgin

Freshmen

Adams, James Fisher ---------- Edgewood
Ainsworth, Dorothy Ellen ---------- Volga
Albrook, Raymond Logan ---------- Delhi
Allen, Wayland D. ---------- Arlington
Baker, Dorothy Frances ---------- Decorah
Barrett, Jean ---------- Fayette
Belknap, Ruth Imogene ---------- West Union
Beohm, Fletcher A. ---------- Greeley
Bonker, Alta Marie ---------- Mason City
Bonker, Clarence Edward ---------- Mason City
Broghamer, Viola Mathilda ---------- Ossian
Brown, Glenn Allen ---------- Fayette
Burkhart, Lelah Millacent ---------- Sumner
Burns, Thelma Lucile ---------- Livermore
Carpenter, Gladys ---------- Fayette
Chapman, C. Kenneth ---------- Fayette
Chehock, Lottie H. ---------- Plymouth
Christian, Amy ---------- Decorah
Claus, Esther Luella ---------- Plymouth
Clough, Ella G. ---------- Strawberry Point
Cole, Blanche Pearl ---------- Strawberry Point
Cole, Mildred Catherine ---------- Strawberry Point
Connor, James Isaac ---------- Elgin
Cooper, Francis Willard ---------- Carp Lake, Mich.

Corbitt, Agnes E. ---------- Fayette
Crawford, Mildred Foster ---------- West Union
Curran, Blanche Esther ---------- Fayette
Davis, Wm. J. ---------- Lima
Denison, Evelyn ---------- Mellen, Wis.
Dorman, Doris ---------- Strawberry Point
Doughty, Forrest B. ---------- Fayette
Dudley, Claude Roy ---------- Sheffield
Ervay, Vane Byron ---------- Rudd
Foster, Harold Homer ---------- Fayette
Gager, Verla Lucinda ---------- Hawkeye
Galbreth, Mary Agnes ---------- Plymouth
Gemmell, E. Irene ---------- Quasqueton
Gordon, James Glenn ---------- Vinton
Hack, Helen Harriette ---------- Sumner
Hall, Harold D. ---------- Chester
Hartong, Ruth K. ---------- Nora Springs
Hennesey, Harry Richard ---------- Greeley
Holmes, Claire ---------- Donnan
Holthaus, Howard C. ---------- Greeley
Horton, Millard R. ---------- Lime Springs
Hron, John Joseph ---------- Spillville
Hungerford, Helen Lydia ---------- Fayette
Jarrett, Clio Franklin ---------- Carl Junction, Mo.
Jones, Ella J. ---------- Lime Springs
Jones, Ethel Gladys ---------- Luana
Kuney, Fabian C. ---------- Oelwein
Kvamme, Volborg Liv ---------- Ossian
Leach, Arthur Henry ---------- Audubon
Lease, Pearl ---------- Fayette
Leebl, George ---------- Spillville
Liddle, Paul De Witt ---------- Waucoma
Luce, Vincent Ward ---------- Fayette
Madson, Lillian Martha ---------- Britt
Madison, Veryl LeRoy ---------- Edgewood
Martin, Brown Franklin ---------- Floyd
McNaul, Mildred Mary ---------- Randalia
McNaul, Hazel Bernice ---------- Randalia
Menzel, Ethel Margaret ---------- Independence
Menzel, Lois Jennie ---------- Independence
Metcalfe, Dorothea ---------- Glen Haven, Wis.
Noble, Carl O. ---------- Fayette
Nosser, Leonard Elmer ---------- Floyd
Oelberg, Mabel Lydia ---------- Lima
Otley, Victor Charles ---------- Fayette
Parker, Hugh W. ---------- Greeley
Parker, Laurice Daniel ---------- Fayette
Pattison, Vane Audeligh ---------- Fayette
Payne, Julian M. ---------- Fayette
Payne, Alice Margaret ---------- Maynard

Peterson, Minnie Henryetta ---------- Strawberry Point
Reed, Jesse J. ---------- Fayette
Reitz, Charles R. ---------- Sterling, Ill.
Ressler, Kenneth ---------- Fayette
Roberts, Pearl Elizabeth ---------- Lime Springs
Sanford, Mary Esther ---------- Springs, L. I., N. Y.
Shaffer, Clint A. ---------- Fayette
Shupe, William H. ---------- Audubon
Spry, Esther Marie ---------- Geneva
Stafford, Howard P. ---------- Sumner
Stone, Hildred Esther ---------- Edgewood
Swartley, Lloyd Flemming ---------- Fayette
Tidgewell, Thelma T. ---------- Fayette
Urenn, Fren Lucile ---------- Plymouth
Walters, Aaron J. ---------- Garber
Wilson, Erla Ruth ---------- Elgin
Wilber, William C. ---------- West Union

ACADEMY

Buckley, Richard Lowell ---------- Rowley
Hartong, Glenn S. ---------- Nora Springs
Heywood, Harold G. ---------- Rouleau, Sask.
Klemesrud, Lillie G. ---------- Nora Springs
Krough, Levi Henry ---------- Plymouth
Magnuson, John Donald ---------- Marquette
Manson, Chester Andrew ---------- West Union
Manson, Donald R. ---------- West Union
Rathbun, Helen Elizabeth ---------- Castalia
Van Horn, Marian Agnes ---------- Fayette
Wellner, Cora M. ---------- Marquette

COMMERCIAL

Beohm, Fletcher A. ---------- Greeley
Brown, Glenn Allen ---------- Fayette
Burrack, Louise ---------- Arlington
Christler, Doris M. ---------- Aurora
Clough, Ella G. ---------- Strawberry Point
Crawford, Mildred Foster ---------- West Union
Ervay, Vane Byron ---------- Rudd
Finch, Hollis A. ---------- Fayette
Hitch, Ruth B. ---------- Elgin
Hochberger, Alfred F. J. ---------- Hawkeye
Kibby, James F. ---------- Waukon
Killerlain, Vincent ---------- Fayette
Krough, Levi Henry ---------- Plymouth
Lantz, Ivan Frank ---------- Plymouth

MacKellar, Glenn D. ---------- Elgin
Manson, Donald D. ---------- West Union
Martin, Nora E. ---------- Fayette
Niederfrank, Evlon J. ---------- New Hampton
Peterson, Minnie Henryetta ---------- Strawberry Point
Rush, Dorothy ---------- West Union
Shortt, Grace ---------- Hazleton
Tidgewell, Thelma T. ---------- Fayette
Weires, Joseph M. ---------- Allison

EXTENSION STUDENTS

Barck, Rose ---------- Waterloo
Christian, Sylvan W. ---------- Decorah
Edie, William H. ---------- Masonville
Evans, Merle D. ---------- New Hampton
Evans, Alexander ---------- Decorah
Falb, Marie ---------- Elgin
Gundacker, Erwin L. ---------- Hawkeye
Hughes, Thelma ---------- Hawkeye
Huie, Mrs. Jessie N. ---------- Rock Valley
Hyberger, Mavis J. ---------- Elma
Kvamme, Thora ---------- Ossian
Morrison, Ervin A. ---------- Garner
Morris, Erva L. ---------- Oelwein
Nubson, Alma ---------- Osage
Reusser, Marie ---------- Elgin
Reusser, John Lewis ---------- Elgin
Roberts, David R. ---------- Lime Springs
Satterlee, Onta D. ---------- Manchester
Spaude, Paul W. ---------- Mason City
Starr, Ernest J. ---------- Hansel

SCHOOL OF MUSIC

Baker, Katherine ---------- Ogema, Minn.
Barrett, Harriet ---------- Fayette
Barrett, Jean ---------- Fayette
Barthell, Elizabeth Clare ---------- Waukon
Belknap, Betty ---------- West Union
Bills, Freda ---------- Fayette
Bills, Marie Ruby ---------- Fayette
Boess, Clarence F. ---------- Hawkeye
Bortner, Merriam Beatrice ---------- Hawkeye
Bray, Lucile ---------- Fayette
Broghamer, Viola ---------- Ossian

Brooks, Hazel Edna ---------- Fayette
Burkhart, Lelah Millicent ---------- Sumner
Chehock, Lottie ---------- Nora Springs
Christian, Amy ---------- Decorah
Christian, Carl B. ---------- Decorah
Clough, Ella ---------- Strawberry Point
Dickman, Lucile M. ---------- Fayette
Edgar, Alvin R. ---------- Eldora
Espeseth, Evelyn ---------- Decorah
Finch, Benita ---------- Fayette
Fussell, Elsie M. ---------- Fayette
Fussell, Raymond C. ---------- Fayette
Gemmell, E. Irene ---------- Quasqueton
Hartong, Ruth ---------- Nora Springs
Hartong, Glenn S. ---------- Nora Springs
Harwood, Helene ---------- Strawberry Point
Hoyt, Marjorie W. ---------- Fayette
Hron, John ---------- Spillville
Humiston, Harold ---------- Fayette
James, Ralph ---------- Sheffield
Jumps, Verna E. ---------- W. Wrightstown, Wis.
Kerfoot, Harold ---------- St. Paul, Minn.
Kruse, Irma ---------- Maynard
Liddle, Paul ---------- Waucoma
Luce, Vincent ---------- Fayette
Lunemann, J. Miller ---------- St. Cloud, Minn.
Magnuson, J. Donald ---------- Marquette
McNaul, Bernice ---------- Randalia
McNee, Bernice ---------- Spring Valley, Minn.
Morf, Virgil ---------- Randalia
Mouser, Letha ---------- Fayette
Otley, Honornine ---------- Fayette
Otley, Kitty ---------- Fayette
Parker, Myra Bess ---------- Elma
Peick, Pauline Ethel ---------- Edgewood
Prescott, Gerald Roscoe ---------- Plymouth
Sauerbry, Floy F. ---------- Strawberry Point
Skarshaug, Frances G. ---------- Elgin
Smith, Fred M. ---------- Cresco
Spry, Esther ---------- Geneva
Steggall, Mildred Marie ---------- Fayette
Stone, Hildred Esther ---------- Edgewood
Sperry, Myron ---------- Fayette
Tift, Minnie B. ---------- Oelwein
Van Horn, Marian A. ---------- Fayette
Wallace, Edyth L. ---------- Rhodes
Watson, Edmond ---------- Epworth
Wellner, Cora ---------- Marquette
Whitford, Marjorie ---------- Volga
Wilson, Marguerite ---------- Elgin

SCHOOL OF ORATORY

Allen, Wayland D. ---------- Arlington
Anderson, Clarence H. ---------- Lime Springs
Baker, Dorothy ---------- Decorah
Baker, Katherine ---------- Ogema, Minn.
Baker, Lillian ---------- Decorah
Belknap, Ruth ---------- West Union
Bonker, Clarence ---------- Mason City
Broghamer, Viola ---------- Ossian
Carpenter, Gladys ---------- Fayette
Chehock, Lottie ---------- Plymouth
Chittenden, Fern ---------- Fayette
Christian, Amy ---------- Decorah
Christian, Carl B. ---------- Decorah
Claus, Esther ---------- Plymouth
Connor, James I. ---------- Elgin
Cooper, Francis Willard ---------- Carp Lake, Mich.
Corbitt, Agnes ---------- Fayette
Curran, Blanche Esther ---------- Fayette
Doughty, Forrest ---------- Fayette
Dudley, Claude Roy ---------- Sheffield
Eckheart, Carol F. ---------- Arlington
Eckheart, Melva ---------- Arlington
Edgar, Alvin R. ---------- Eldora
Falb, Walter ---------- Elgin
Farrand, Rygel ---------- Sumner
Fawcett, Mona ---------- Fayette
Fawcett, Juanita ---------- Fayette
Finch, Gilbert H. ---------- Fayette
Finch, Ruth ---------- Fayette
Fussell, Raymond C. ---------- Fayette
Gager, Verla ---------- Hawkeye
Galbreth, Mary Agnes ---------- Plymouth
Gemmell, E. Irene ---------- Quasqueton
Hack, Helen H. ---------- Sumner
Hartong, Glenn S. ---------- Nora Springs
Hennesey, Harry ---------- Greeley
Holthaus, Howard ---------- Greeley
Jones, Ella J. ---------- Lime Springs
Jones, Ethel G. ---------- Luana
Kerfoot, Harold ---------- St. Paul, Minn.
Klemesrud, Lillie G. ---------- Nora Springs
Kruse, Irma ---------- Maynard
Leach, Arthur ---------- Audubon
Leebl, George ---------- Spillville
Luce, Vincent ---------- Fayette
McNaul, Mildred M. ---------- Randalia
Menzel, Ethel ---------- Independence
Menzel, Lois ---------- Independence

Metcalfe, Dorothea ---------- Glen Haven, Wis.
Morris, Emmet L. ---------- Seattle, Wash.
Mouser, Letha ---------- Fayette
Muth, Lester A. ---------- Monona
Noble, Carl ---------- Fayette
Otley, Victor ---------- Fayette
Payne, Alice ---------- Maynard
Payne, Julian ---------- Fayette
Perry, M. Corinne ---------- Owasa
Probasco, Esther ---------- Fayette
Ritchie, Eunice ---------- Fayette
Roberts, Pearl ---------- Lime Springs
Sargeant, Angeline ---------- Ringsted
Shaffer, Clint ---------- Fayette
Shupe, Wm. H. ---------- Audubon
Smith, Fred M. ---------- Cresco
Spry, Esther ---------- Geneva
Stafford, Howard ---------- Sumner
Sweet, Helen E. ---------- Fayette
Tidgewell, Thelma ---------- Fayette
Travis, Marguerite ---------- Fayette
Troy, Homer ---------- Fayette
Urenn, Fern L. ---------- Plymouth
Van Horn, Marian Agnes ---------- Fayette
Walters, A. J. ---------- Garber
Wells, Louie ---------- Chester
Wilson, Marguerite B. ---------- Elgin
Wilson, Erla Ruth ---------- Elgin

SUMMER SCHOOL

1921

College

Alderson, Vera ---------- Mederville
Anderson, Clarence H. ---------- Lime Springs
Barker, Erna Byrdie ---------- Rowen
Barrett, Jean ---------- Fayette
Belding, Leland James ---------- Waucoma
Beyer, Ralph E. ---------- Edgewood
Bigler, Alice ---------- Wadena
Bogue, Helen ---------- Dubuque
Breckner, N J. ---------- West Union
Buhlman, Harold ---------- Fayette
Canada, Maurice ---------- Elkader
Cline, Nellie ---------- West Union
Cooper, Edwin J. ---------- Fayette
Corbitt, Agnes ---------- Fayette

Corbitt, Annie L. ---------- Fayette
Crain, Karlton ---------- Fayette
Culbertson, E. Coralie ---------- Fayette
Davis, Gladys ---------- Fayette
Davis, Wm. J. ---------- Lima
Dickman, J. Milo ---------- Fayette
Dickman, Lucile M. ---------- Fayette
Edie, Mary ---------- Fairbank
Edie, William H. ---------- Fairbank
Eidahl, Wenzel L. ---------- St. Ansgar
Elwick, John H. ---------- Jesup
Evans, Alexander ---------- Decorah
Evans, Frank R. ---------- Fayette
Evans, Merle Dan ---------- New Hampton
Farrand, Lucile ---------- Sumner
Farrington, Boyd ---------- Decorah
Fawcett, Juanita ---------- Fayette
Flynn, Joseph ---------- Waucoma
Fisher, Hilda L. ---------- Edgewood
Gallup, Roe G. ---------- Fayette
Gough, John Benjamin ---------- Allison
Gundacker, Erwin L. ---------- Hawkeye
Hench, Lee Owen ---------- Britt
Henry, Libbie ---------- Fayette
Hockhaus, Katherine C. ---------- Edgewood
Horning, A. Lloyd ---------- McGregor
House, Lida ---------- West Union
Hughes, Thelma ---------- Hawkeye
Hurd, Dorothy ---------- Hawkeye
Jones, Lottie Grace ---------- Luana
Jones, Nellie F. ---------- Luana
Jumps, Verna L. ---------- W. Wrightstown, Wis.
Kruse, Irma ---------- Maynard
Kvamme, Thora E. ---------- Ossian
Lease, Edna ---------- Fayette
Lease, Pearl ---------- Fayette
Leebl, James F. ---------- Spillville
Letich, Clement W. ---------- Dubuque
Martin, Jesse ---------- Floyd
Menzel, Delpha ---------- Stanley
Meyer, Lester G. ---------- West Union
Mitzner, Martha D. ---------- Colesburg
Moore, Gladys H. ---------- Fayette
Morley, Alenolia ---------- Lamont
Morris, Erva L. ---------- Oelwein
Morris, Eva L. ---------- Oelwein
Morrison, Ervin A. ---------- West Union
Mouser, Letha ---------- Fayette
Murphy, Charles F. ---------- Waucoma
Muth, Clara A. ---------- Monona

Nabholz, Ethel ---------- Brandon
Noble, Carl O. ---------- Fayette
Noble, Robert D. ---------- Fayette
Nubson, Alma ---------- Osage
Older, Sarah Mildred ---------- Fayette
Oldfather, Orville H. ---------- Fayette
Otley, Florence ---------- Fayette
Paine, L. Miriam ---------- Eldora
Paine, S. Collins ---------- Kansas City, Kansas
Perry, M. Corinne ---------- Albion
Phelps, Wesley R. ---------- Edgewood
Potter, George H. ---------- Walker, Minn.
Reusser, John L. ---------- Elgin
Risk, Mildred ---------- Aurora
Roberts, David R. ---------- Lime Springs
Rogers, Aulden N. ---------- Hawkeye
Schoonover, Dollie ---------- West Union
Sensor, Bernice ---------- Decorah
Soule, Deane D. ---------- Huxley
Spaude, Paul W. ---------- Mason City
Stone, Hildred ---------- Edgewood
Story, Mildred ---------- Fayette
Supplee, Bertha ---------- Viroqua, Wis.
Sutton, Zelpha M. ---------- Cresco
Ulish, Frank B. ---------- Monona
Walsh, Wm. Erwin ---------- Hawkeye
Walrath, George D. ---------- Arlington
Whipple, Ruth M. ---------- Chester

Normal

Albertson, Edith Amanda ---------- Calmar
Albrook, Glennie ---------- Delhi
Anderson, Amelia ---------- Decorah
Austin, Zella ---------- Sumner
Barrett, Fay ---------- Decorah
Benesh, Richard ---------- Spillville
Benschnider, Merle ---------- Elkport
Benschnider, Wayne ---------- Elkport
Benson, Orietta ---------- Luana
Bernard, Verla ---------- Woolstock
Biggs, Manetta ---------- Fayette
Blair, Mildred ---------- Hopkinton
Bowen, Zereda ---------- Central City
Brandt, Grace ---------- Fredricksburg
Bunn, Helen ---------- Maynard
Carolyn, Effie ---------- Bonair
Carolyn, Mary ---------- Bonair
Casterton, Lois ---------- Hesper

Chapman, Florence ---------- Hawkeye
Chittenden, Frances ---------- Fayette
Connell, Edward ---------- Elkader
Cords, Hannah C. ---------- Elkader
Cords, Pearl ---------- McGregor
Courtney, Hazel ---------- Decorah
Courtney, Veronica ---------- Decorah
Crain, Lera ---------- Walker
Dixon, Avon ---------- Fayette
Elliot, Cora ---------- Edgewood
Feeney, Ella C. ---------- Volga City
Follmer, Grace ---------- Hazleton
Follmer, Maye ---------- Hazleton
Foss, Martha ---------- Calmar
Gallagher, May ---------- Ridgeway
Gleason, E. June ---------- Delhi
Graf, Bernice ---------- Garber
Grimm, Elizabeth ---------- Elgin
Hansel, Oliver T. ---------- Garber
Hefner, Clara ---------- Monona
Herrling, Ona ---------- Wadena
Hochhaus, Esther ---------- Edgewood
Kangley, Mayme ---------- Hawkeye
Kelly, Elsie Irene ---------- Fayette
Kiple, Flossie ---------- Elgin
Kneeland, Leo ---------- Clermont
Kubish, Jacob ---------- Ft. Atkinson
Lamka, Lena ---------- Fredricksburg
Lee, Alvina ---------- Decorah
Linn, Laurence L. ---------- Hawkeye
Lundt, Agnes ---------- Elkport
Malone, Elizabeth ---------- Dorchester
Martin, Laura ---------- Hawkeye
Massuen, Rebecca ---------- Garnavillo
Mathews, Amy ---------- Farmersburg
Mattke, Iva J. ---------- Fredricksburg
Meyer, Hulda ---------- Elgin
Mikkelson, Selma ---------- Decorah
Miller, Mary E. ---------- Hawkeye
Miller, Fred W. ---------- Hawkeye
Morrison, Elva ---------- Decorah
Moscript, Mary A. ---------- Fayette
Musfelt, Laurence ---------- Guttenberg
Musser, Hattie ---------- Decorah
Nassett, Sophia ---------- Decorah
Neal, Cora ---------- Delhi
Ness, Thelma ---------- Decorah
Nesvik, Palmer ---------- Ossian
Oelher, Alice ---------- Delhi
Olson, Idella ---------- Decorah

Osmundson, Lillie Agnes ---------- West Union
Patterson, Lillian ---------- Elgin
Paul, Beulah ---------- Fayette
Pladsen, Rosella ---------- Harpers Ferry
Pingeno, Lillian ---------- Fredricksburg
Polansky, Otilia Anne ---------- Spillville
Pollitt, Myrtle ---------- Canton, Minn.
Reichel, Vera M. ---------- Hawkeye
Rogers, Maude ---------- Fayette
Rogers, Neva Lois ---------- Fayette
Rogness, Henrietta A. ---------- Ossian
Roney, Edna ---------- Decorah
Schulte, Elmer ---------- Elkader
Sharp, Myrtle ---------- Decorah
Sheppard, Esther ---------- Luana
Smith, Blanche ---------- Decorah
Smith, Royal ---------- Hawkeye
Smithling, Gunhilda ---------- Decorah
Stone, Thelma May ---------- Edgewood
Stranahan, Blanche May ---------- Fayette
Strickell, Emma Belle ---------- Hazleton
Suchan, Agnes ---------- Spillville
Thein, Pearl ---------- Elkport
Thurn, Laura ---------- Edgewood
Turner, Helen ---------- Fayette
Van Sickle, Edith V. ---------- Randalia
Voshell, Maude ---------- Volga
Walker, Sadie Anna ---------- Strawberry Point
Walters, Orpha ---------- Arlington
Warren, Helen O. ---------- Lansing
Warren, Katherine ---------- Lansing
Weibel, Ednah A. ---------- Elgin
Wells, Minnie ---------- Hazleton
Wettleson, Julia ---------- Postville

Academy

Bogert, Beatrice ---------- Fayette
Chiu, Man Yung ---------- Batavia, Java
Christian, Amy ---------- Decorah
Gan, K. T. ---------- Poerbolinggo, Java
Kho, P. G. ---------- Poerbolinggo, Java
Lim, John T. S. ---------- Manila, P. I.
Martin, Alma ---------- Fayette
Martin, Eleonore C. ---------- Fayette
Musser, Blanche ---------- Decorah
Nabholz, Mabel ---------- Brandon
Oelke, Lloyd ---------- Farmersburg
Schoonover, Bessie ---------- West Union

Sperry, Myron C. ---------- Fayette
Wickham, Dottie ---------- Hawkeye
Widger, Doris ---------- Fayette

Music

Barrett, Jean ---------- Fayette
Bigler, Alice M. ---------- Wadena
Burkhart, Lelah M. ---------- Sumner
Clothier, Ruth Emma ---------- Fayette
Dickman, Lucile M. ---------- Fayette
Dickman, J. Milo ---------- Fayette
Herrling, Ona M. ---------- Wadena
Horning, Marguerite ---------- McGregor
Moore, Margaret R. ---------- Fayette
Pladsen, Rosella ---------- Harpers Ferry
Roberts, Leah Olive ---------- Bucyrus, Kansas
Sutton, Zelpha Mary ---------- Cresco
Tift, Minnie B. ---------- Oelwein

Oratory

Anderson, Clarence ---------- Lime Springs
Barker, Erna Byrdie ---------- Rowen
Beyer, Ralph E. ---------- Edgewood
Corbitt, Agnes ---------- Fayette
Culbertson, E. Coralie ---------- Fayette
Farrand, Lucile ---------- Sumner
Fawcett, Juanita ---------- Fayette
Fisher, Hilda ---------- Edgewood
Gallup, Roe ---------- Fayette
Hochhaus, Esther ---------- Edgewood
Jones, Lottie G. ---------- Luana
Lease, Edna ---------- Fayette
Martin, Jessie ---------- Floyd
Menzel, Delpha ---------- Stanley
Mitzner, Martha ---------- Colesburg
Moore, Gladys ---------- Fayette
Morris, Erva ---------- Oelwein
Morris, Eva ---------- Oelwein
Muth, Clara ---------- Monona
Noble, Carl O. ---------- Fayette
Pingeno, Lillian ---------- Fredricksburg
Phelps, Wesley ---------- Edgewood
Schoonover, Dollie ---------- West Union
Sensor, Bernice ---------- Decorah
Stone, Hildred ---------- Edgewood
Walsh, W. Edwin ---------- Hawkeye

Physical Training

Banning, Dorothy	Fayette
Carter, Guy Leroy	Fayette
Denniston, Jane	Fayette
Hettler, Frances W.	Fayette
Hoyt, Mary Frances	Fayette
Kelly, Levon	Fayette
Noble, Audrey	Fayette
Noble, Lois	Fayette
Rawson, Harriet M.	Fayette

Summary of Attendance

June 13, 1921, to June 8, 1922

The College of Liberal Arts

Seniors	34	
Juniors	23	
Sophomores	42	
Freshmen	91	
Extension	20	
Summer Session, 1921, College section only	92	
	302	
Deduct names counted twice	30	
Total number of College students		272

Associated Schools and Academy

School of Music	74	
School of Oratory	102	
Commercial Department	23	
Academy	26	
Summer Session, 1921, Normal section only	102	
Summer Session, 1921, Children's Physical Training	9	
	336	
Deduct names counted twice	164	
		172
Total enrollment for the school year		444

UNIVERSITY OF ILLINOIS-URBANA
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